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Cambridge English

Vocabulary for IELTS Advanced

with answers

Self-study vocabulary practice

PAULINE CULLEN



Official Cambridge preparation materials for IELTS

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CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521179225

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First published 2012
Reprinted 2013

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-17922-5 With answers and audio CD
ISBN 978-0-521-17921-8 Without answers

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Map of the book

Unit number	Title	Topics	Test practice
Unit 1	Human nature	Character, psychology	Listening Section 4
Unit 2	Time for a change	Time, change	Reading
Unit 3	No man is an island	Individuality, community	Writing Task 1
Unit 4	Scientific discovery	Chemistry, medicine	Reading
Unit 5	Striving to achieve	Study, work	Speaking
Unit 6	Powers of persuasion	Advertising, marketing	Reading
Unit 7	Ways and means	Tourism, travel	Writing Task 1
Unit 8	State control	Government, society	Writing Task 2
Unit 9	Natural history	Animals, conservation	Reading
Unit 10	Rocket science	Space, physics	Listening Section 4
Unit 11	Progress	Technology, design	Reading
Unit 12	The latest thing	Fashion and trends, consumerism	Reading
Unit 13	Urban jungle	Rural life, city life	Listening Section 1

Contents

Unit number	Title	Topics	Test practice
Unit 14	Tackling issues	Problems, solutions	Writing Task 2
Unit 15	This Earth	Natural phenomena, agriculture	Listening Section 3
Unit 16	Energy efficient	Energy, natural resources	Writing Task 2
Unit 17	Getting down to business	Management, personal finance	Reading
Unit 18	Law enforcement	Crime, punishment	Writing Task 2
Unit 19	The media	Fame and the media, media bias	Speaking
Unit 20	A matter of taste	The arts, personal taste	Reading

Reference section		
Unit 21	Learning vocabulary	Dictionaries, wordlists
Unit 22	IELTS Reading	Reading skills, question types
Unit 23	IELTS Writing	Writing Task 1, Writing Task 2
Unit 24	IELTS Listening	Section 1 and 2, Section 3 and 4
Unit 25	IELTS Speaking	Part 1, Part 2, Part 3

Introduction

What does the book aim to do?

Cambridge Vocabulary for IELTS Advanced aims to extend and improve the accuracy of your academic vocabulary and help you prepare for the IELTS academic module. It introduces vocabulary through listening and reading texts that reflect the materials used in the IELTS test. Learning new words in context can help you to remember them and also helps you to understand their meaning. This book also gives you opportunities to practise new words so that they can become part of your active vocabulary.

Who is it aimed at?

The book is designed for upper-intermediate or advanced level students working alone who want to revise and extend their vocabulary. But it can also be used as part of an IELTS preparation course in the classroom, or set as homework by a teacher. It is also suitable for advanced general English students, or those preparing to study English for academic purposes.

What order should I do the units in?

You can work through the units in any order, but you should study all the units if you want to prepare thoroughly for the test and extend your vocabulary. You may want to start with a particular unit because it relates to a topic in your course book or because you have a particular interest in that area. Unit 21 provides a very useful introduction to learning vocabulary so it may be a good idea to look at this first.

How do I use the book?

It is best to work through a unit from beginning to end as one exercise may revise vocabulary from a previous exercise. The test practice sections provide further opportunities to extend your vocabulary, as well as giving you practice in the different sections of the IELTS test. The practice test materials are also useful for extending your vocabulary. Once you have completed the practice test questions, look at the reading and listening texts and focus on the areas where you made mistakes. Make a note of any vocabulary you do not know or anything that may be useful for you to use in the test.

How are the units organised?

There are 25 units. The first 20 units present and practise vocabulary based on academic topics. Each topic is divided into two sections. Each unit has three pages of vocabulary exercises based on listening, reading, writing and speaking materials similar to those found in the IELTS test. There is also a focus on pronunciation. In addition, there is a test practice at the end of each unit, which includes examples of tasks in the following papers: Academic Reading; Academic Writing; Listening and Speaking. These tasks provide useful practice and revision even if you are not taking the test.

Following this introduction is a summary of what is in each part of the IELTS test. The last five units of the book provide a general guide to learning and using new vocabulary. Unit 21 gives useful tips on developing and using a dictionary. Units 22–25 focus on strategies for the individual sections of the test.

What is on the audio CD?

You need to listen to the audio CD to do the listening and pronunciation exercises in the units. The test practice listening tests are also on the audio CD. In the IELTS Listening test you hear everything only once so remember this when you replay the tracks.

How do I use the wordlist?

There is a wordlist for each unit at the back of the book. Some of the words may be specific to one topic area but many of them can be found and used in a wide variety of contexts. You may want to divide these lists up into smaller groups of words to learn at a time. It may be a good idea to study the wordlist before you begin each unit. Alternatively, your teacher might use the wordlist as a test or review at the end of each unit, or you could ask a friend to test you. You should be able to understand these words when you read or hear them, but you should also try to extend your active vocabulary by using them in your writing and speaking tasks. You should learn the correct spellings of words as well as any words that collocate with them.

How do I do the Writing test practice?

The Writing test practice questions give an opportunity to actively use the vocabulary from the unit. There are sample answers in the Answer key. These model answers can be used as a guide to organising ideas and using vocabulary accurately and effectively.

How do I do the Speaking test practice?

The Speaking test practice questions provide opportunities to actively use the vocabulary from the unit. In Part 2 of the Speaking test, you will be allowed to make notes, so think of any useful vocabulary you could use and write this down to help you as you talk. If possible, you should record your answers and play them back. Consider your pronunciation as well as the words you used. How could you improve your answer? Ask a friend or teacher for their comments.

When should I do Tests one to five?

There are five vocabulary tests. Each test assesses how well you have learnt the vocabulary from the previous five units. When you have finished five units, do the test and mark it using the answers at the back of the book. Highlight the questions you got wrong and go back to the units you need to look at again. If you are a more advanced student, you may want to take the test before you begin the units to see how much you already know. This may help to pinpoint your weak areas.

When should I use a dictionary?

The aim of the listening and reading activities in each unit is to give you practice in working out meaning from context. So you should try to do each exercise without a dictionary first unless you are instructed to use one. When you have finished, use the *Cambridge Advanced Learner's Dictionary* or another suitable monolingual dictionary to look up any words you don't know. You can also check your answers in the Answer key, but you may want to use your dictionary as a further check. Try to be aware of words you need to look up more than once. These are obviously key words for you to learn. Write them down with their meanings, together with any example sentences used in the dictionary.

How do I learn and revise vocabulary?

Some of the vocabulary in a unit will be new to you and some will be words you are familiar with, but cannot yet use accurately. Even if you feel you know a word already, you may be making collocation mistakes and using the incorrect preposition or verb. You might like to use a notebook and organise your vocabulary in the following categories:

- New words to learn
- Words I need to use more
- Words I often make mistakes with
- Topic words, e.g. The environment; Fuel; Energy; Work, etc.

Alternatively, you could simply highlight these words using a different colour highlighter for each category, e.g. a blue highlighter for topic words, a red highlighter for words you often make mistakes with, and so on. Unit 21 will help you develop good vocabulary learning techniques.

IELTS Test summary

Listening (approximately 30 minutes)

There are four sections and 40 questions. There are also ten minutes at the end to transfer your answers from the question paper to the answer sheet. In the IELTS Listening test, you will hear the recording once only. Each section is a little more difficult than the one before. Spelling is important but you can write your answers in capital letters if you think your handwriting is difficult to read. The test is divided up as follows:

Section	What will I hear?	Example units
1	A conversation between two people, e.g. finding out information about travel	8, 13, 24
2	A monologue on a general topic, e.g. a radio broadcast	20, 24
3	A dialogue between two or three people in an academic context, e.g. discussing an assignment	15, 16, 19, 24
4	A monologue in an academic context, e.g. a lecture	1, 2, 4, 5, 7, 10, 11, 13, 15, 16, 18, 24

There are ten questions for each section. Visit the IELTS website at www.ielts.org for a detailed description of each of the different question types. Study Unit 24 for Listening test strategies.

Academic Reading (1 hour)

There are three reading passages and 40 questions. There is no extra time for the transfer of answers so write your answers directly on the answer paper. The texts are authentic and academic in nature. Examples can be found in Unit 2, 4, 6, 9, 11, 12, 17 and 20. Visit the IELTS website at www.ielts.org for a detailed description of each of the different question types. Study Unit 22 for Reading test strategies. Some candidates spend too long on the first passage and run out of time. Make sure you keep to the suggested times for each section.

Academic Writing (1 hour)

There are two writing tasks, Writing Task 1 and Writing Task 2. You must answer both tasks. Task 2 carries more marks than Task 1. Study Unit 23 for Writing test strategies. The test is divided up as follows:

Task	Timing	Length	What do I have to do?	Assessment	Example units
Writing Task 1	20 minutes	150 words minimum	Describe visual information, e.g. a diagram, chart, graph or table.	• Task achievement • Coherence and cohesion • Lexical resource • Grammatical range and accuracy	3, 7
Writing Task 2	40 minutes	250 words minimum	Write a discursive essay. You may be asked to provide a solution; evaluate a problem; compare and contrast different ideas or opinions or challenge an argument or idea.	• Task response • Coherence and cohesion • Lexical resource • Grammatical range and accuracy	8, 14, 16, 18

Speaking (11 to 14 minutes)

In the IELTS Speaking test, you will be interviewed on your own by an examiner, who will record your response. You will be assessed on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The interview has three separate parts and is divided up as follows:

Part	Timing	What will I need to talk about?	Example units
1	4–5 mins	Questions on familiar topics, e.g. hobbies; likes and dislikes; daily routine	5, 13, 19
2	3–4 mins	You will be given an open booklet with a topic, e.g. 'talk about a visit you made' or 'talk about something that interested you in the news.' You need to talk about the topic for one to two minutes. You have one minute to write notes and think about your response before you begin.	1, 5, 7, 12, 19
3	4–5 mins	The examiner will ask you more detailed and more abstract questions about the topic in Part 2, e.g. 'How important is friendship?'	4, 5, 19

Remember to give long answers to the questions, display your knowledge of vocabulary and have clear pronunciation throughout. Study Unit 25 for Speaking test strategies.

Features of the book



Cambridge English Corpus

The 'Error warning' boxes are informed by the Cambridge English Corpus and deal with vocabulary which is known to cause problems for IELTS candidates at band 6.5 and above.



Dictionary

In some exercises it may be useful to use your dictionary to check the vocabulary first, before you do the exercise. These exercises are marked with a dictionary icon. Look at Unit 21 if you need more help on how to use a dictionary.

PARAPHRASE

Recognising and understanding paraphrase is important for the IELTS test. In order to test how well you can understand a listening or reading text, the questions in the IELTS test will present the ideas in the texts using different words to the ones you hear or read. Throughout this book you will find many exercises that help you to identify paraphrase.

COLLOCATION

Another feature of this book are the exercises on collocation. Collocation refers to the way words are used together. In the IELTS Speaking and Writing tests, you will be assessed on how accurately you can use vocabulary. This means choosing the correct words to use and combining them correctly. When you are learning new words, it is important to also learn the prepositions or verbs that should be used with them. The collocation exercises in this book will help to make you aware of this.

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1 Human nature

Character, psychology

Character



1.1 **Look at the following adjectives and decide if any of them apply to you.**

talkative eccentric cheerful indecisive clumsy

1.2 ▶02 **Now listen to three people. Decide who they are talking about and choose the adjectives in 1.1 to describe that person. Then complete the sentences.**

1 Speaker 1 is describing his _____, who sounds _____.

2 Speaker 2 is describing her _____, who sounds _____ but _____.

3 Speaker 3 is describing his _____, who sounds _____.

1.3 **Write the adjectives in the box in the correct part of the table.**

anxious apprehensive assertive charming cheerful clumsy cynical egotistical gullible self-confident self-conscious sensible tactful well-liked

Positive qualities	Negative qualities

1.4 **Some adjectives which describe character use the prefixes *self-* and *well-*. Choose between *self-* and *well-* for each of the following adjectives and write the new adjectives below.**

absorbed adjusted assured behaved bred brought-up centred confident congratulatory deprecating dressed educated important informed mannered reliant rounded

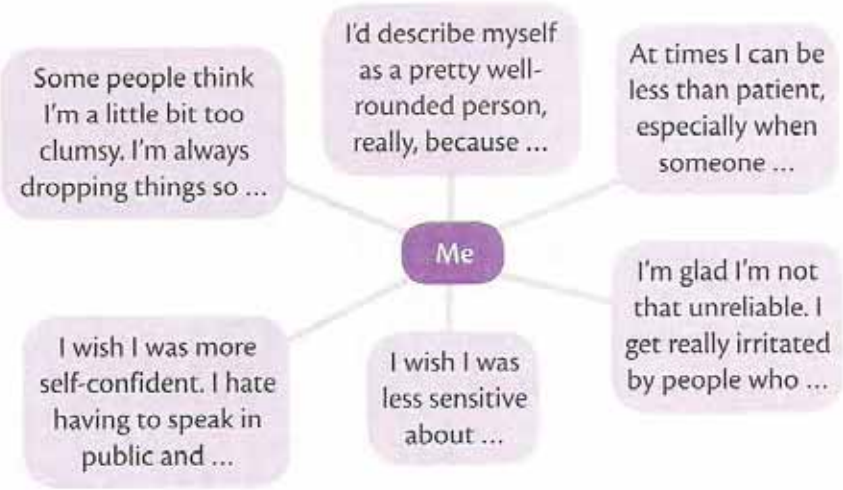
*self-*_____

*well-*_____

1.5 **The following adjectives describe positive qualities. Add prefixes to make them negative.**

considerate sensitive decisive patient reliable

2.1 **A student has filled in this mind map. Make a mind map about yourself. Use it to practise talking about yourself for one to two minutes.**



Vocabulary note

If you are a visual learner, making a mind map can help you to turn a list of vocabulary into a single image which you are more likely to remember.

2.2 **Complete the sentences with the singular or plural form of *personality, character* or *characteristic*.**

1 She's always the life and soul of the party because she has such a bubbly _____ .
2 Dedication, commitment and knowledge are all _____ of a good teacher.
3 I don't believe he said that; it would be really out of _____ .
4 I didn't get along with my business partner because our _____ clashed.
5 Children may display _____ of either of their parents.

Vocabulary note

The words *personality* and *character* are very close in meaning but they are not always used in the same way.
Personality = the way you behave, feel and think, especially socially.
Character = a combination of qualities which make someone different from other people.
Characteristic = things that are typical or noticeable about a person or thing (it can be a noun or an adjective).

2.3 **In Part 2 of the IELTS Speaking test, you have to talk on a given topic for up to two minutes. Use the language and ideas in your mind map to answer these questions. Make a recording of yourself if possible.**

Describe a friend you have known for a long time.
You should talk about:
- how long you have known them
- how you met them
- their personality and character
- what you have in common

and say what you like doing together.

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

Test tip

After Part 2 of the Speaking test, you may be asked one or two rounding-off questions, e.g. *Do you still see this person?* or *Do you often make new friends?* The examiner can ask these questions to help you extend your speaking time.

2.4 **Listen to your recording and check there is no hesitation in the middle of sentences and that your pronunciation is clear. Check the range of vocabulary in your answer and make sure there is not too much repetition.**

Psychology

3.1 **Read the passage below. Are the following statements *True*, *False* or *Not given*? Before you answer the questions, highlight or underline the part of the passage you think will give you your answer.**

1 The ANU study found that *young people* in Canberra confuse being well-liked with being popular.

2 The ANU study showed that most young people in Canberra *wish they were popular.*

3 According to Ms Hawke, popular students may *look down on* other students.

4 According to Ms Hawke, popular students can *prevent others from learning.*

5 According to Ms Hawke, students who are well-liked *tend to* mix with *others* who are well-liked.

6 Being well-liked tells us more about someone's *true character* than being popular.

7 There is often one popular student in a year group who is *thought to* have more power than the others.

Test tip

There are no tricks involved in *True / False / Not given* questions. Is the information not actually there (*Not given*) or is it the same as or the opposite of the information in the question (*True* or *False*)?

Would you prefer to be 'popular' or 'well-liked'? A new study from The Australian National University (ANU) has shown that for Canberra's young people, being well-liked is much more desirable than being popular, and being popular does not always mean you're well-liked. The study by Stephanie Hawke, a PhD candidate in clinical psychology at ANU, looked at nearly 200 Year 9 and Year 11 students from across Canberra. It found that adolescents saw being popular and being well-liked as two very different things, and that young people may not see popularity as a desirable trait.

The research has been released as part of National Psychology Week. It is the first Australian study to address the issue of popularity and what it means to young people. 'Both boys and girls agreed that many popular teenagers are disliked by the year group as a whole,' said Ms Hawke. 'This can be for several reasons such as bullying, having an attitude of superiority and disrupting the classroom. Those students who are described as being both popular and well-liked manage to balance their high social status with positive qualities such as being kind and friendly.'

The study also found that there was a complicated relationship between both individual and group popularity, and how these were perceived by students. 'One interesting finding is that popular students are likely to belong to popular groups. This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers,' said Ms Hawke. 'It seems that being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics. Almost all of the students interviewed said that they would prefer to be known as well-liked, as opposed to popular, because this is a reflection of who they are as a person.' She added that the results indicate that 'popular' students are not idealised in the way that popular culture sometimes portrays, and that once other students are aware that many 'popular' students are not liked by others in the year group, it is possible that they will lose the power they are perceived to have.

3.2 PARAPHRASE **Now find words or phrases in the passage with a similar meaning to the words in italics in 3.1.**

Test practice

Listening Section 4

03

Questions 1–10

Complete the notes below.

Write ***NO MORE THAN ONE WORD*** *for each answer.*

Test tip

Remember that although the information on the question paper will paraphrase the information that you hear, it will be in the same order. Make sure you keep to the word limit you are given and be careful to check your spelling at the end. You can write your answers in capital letters or lower case.

Past views of intelligence

- Thought to be only one type
- Could be assessed through an IQ test

Current views

- More than one type of intelligence – these can be seen in our **1**
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
 - i) linguistic (i.e. words and language)
 - ii) **2** (science and maths)
 - iii) musical
 - iv) kinaesthetic (i.e. the body and **3**)
 - v) visual (relating to images)
 - vi) interpersonal (conscious of the **4** of other people)
 - vii) intrapersonal (relating to self-awareness)
- Other intelligences have been suggested but are not generally included because they are too **5**

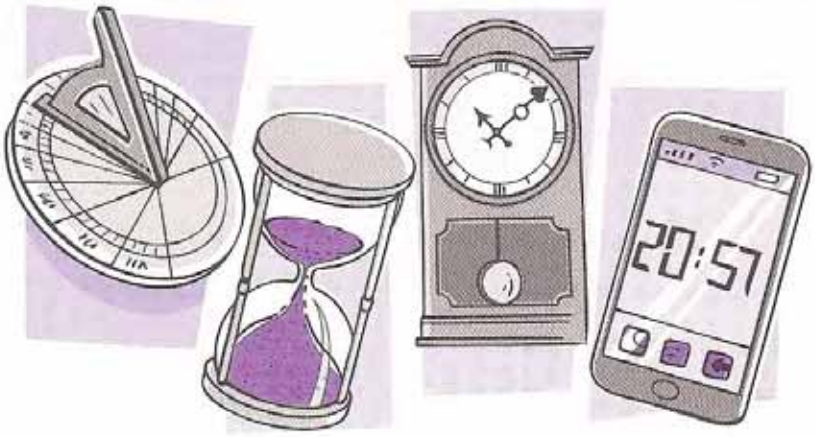
Uses in education

- Adapt activities to suit the type of student you are, e.g.
 - ➢ a kinaesthetic type learner will not learn well from a **6** – they would learn better from taking part in a **7**
 - ➢ visual learners could create their own **8**
- Find out the type of learner you are by thinking about the way you prefer to do things, e.g. when teaching someone how to use a new piece of equipment
 - ➢ a visual learner would prefer to use a **9**
 - ➢ a kinaesthetic learner would prefer to do a **10**

2 Time for a change

Time, change

Time



1.1 **Answer these questions.**

1 Has your attitude to your free time changed since you were a child? (In what way?)

2 What value is there in teaching history to children?

3 What is the best way to learn about history?

4 Do you think older people are more interested in the past than children are? (Why? / Why not?)

5 What influence do you think the past has over the present?

1.2 ▶04 **Listen to two people answering the questions in 1.1. Which question are they answering?**

Speaker 1 ___ Speaker 2 ___

1.3 ▶04 COLLOCATION **Now listen again and note the expressions connected with time. You may need to listen several times and/or read recording script 04 at the back of the book.**

2.1 **Do the words in the box refer to the past or the present?**

retrospect	contemporary	bygone	immediate	preceding	current	topical	status quo

2.2 COLLOCATION **Complete the sentences with the words in the box in 2.1. Use a dictionary to help you and to check collocations with the words in bold. There may be more than one possible answer.**

1 The exhibition contains faded photographs reminding us of a _____ **era**.

2 He mixes _____ **ideas** with those of years gone by.

3 There will always be people who resist change and want to **maintain the** _____ .

4 The _____ **effect** of the war was a breakdown in law and order on the streets.

5 **In** _____ , and with the benefit of hindsight, it is clear that this was a bad decision.

6 I prefer this newspaper because it covers the most _____ **news** stories.

7 On New Year's Day, people often stop and reflect on all that happened in the _____ **year**.

8 In previous years, the library was always very busy, but our _____ **students** seem to prefer to study in the privacy of their own room.

3.1 05 **Listen to a talk about archaeology and complete the summary using *NO MORE THAN TWO WORDS* for each answer.**

Years before the arrival of our ancestors, who were the [1]_____ of colonial *times*, ancient *societies lived* in the lake area. In some places, archaeologists have discovered the *remains* of [2]_____ *hidden under* many layers of earth. *But* digs in other areas have only *produced* charcoal deposits from [3]_____. Because of these *finds*, we can now protect the [4]_____, e.g. they may be put on an *official list* of [5]_____.
It is *very important* that they are *kept safe*. They are at risk of disappearing altogether because of erosion and looters. The looters take things from the area because they hope to sell them as [6]_____. The researchers plan to *totally* [7]_____ the area and take away any [8]_____ they *find* to put them in a safe place. If people steal from these areas, we lose the possibility of understanding more about our cultural heritage.

3.2 05 PARAPHRASE **Now listen again and note the words and phrases with a similar meaning to the words in italics in the summary.**

Change

4.1 **The word *change* can collocate with all of the adjectives in the box. Do the adjectives mean *large* or *small (change)*?**

enormous	minute	total	dramatic	modest	
complete	immense	gradual	profound		
extraordinary	sweeping	minor	tremendous		
infinitesimal	moderate	drastic	slight	major	huge

4.2 **The adjectives in the box can describe the nature or speed of change. Highlight or underline the synonyms of *change* in the sentences below. Then complete the sentences with adjectives from the box.**

smooth	gradual	turbulent	abrupt	sudden	rapid	temporary

1 Everyone was grateful that there had been a very _____ transition between governments.
2 The stock market crash led to a very _____ reversal in fortunes for many people.
3 The government is hoping that this is only a _____ shift in public opinion.
4 There was a _____ improvement in our sales figures from 1990 to 2010, and this helped bring about our transformation from a small local company to a global leader.
5 This has been a _____ period involving a great deal of struggle and hardship. But it is a necessary part of our evolution.
6 We are slowly witnessing a _____ movement in favour of surveillance.

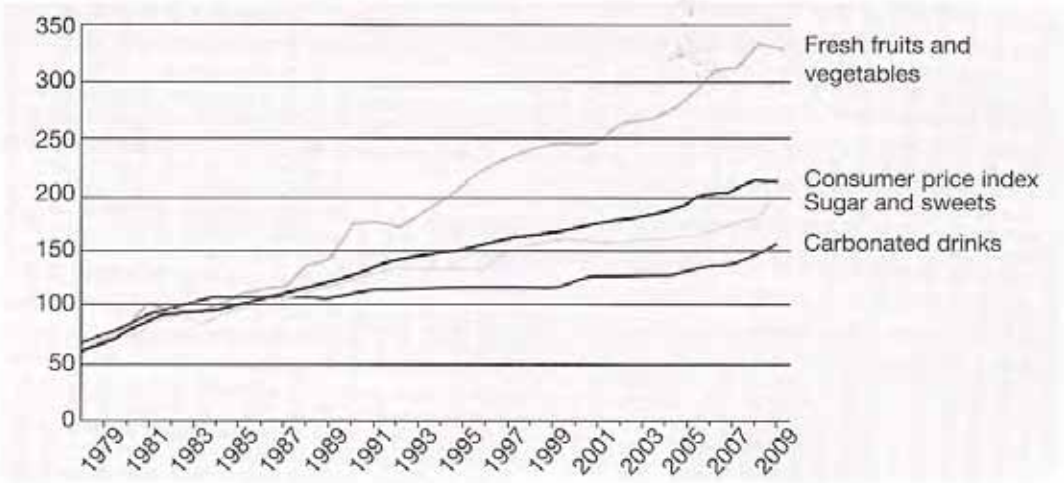
Vocabulary note

Change is often used in the active form when it has a passive sense, e.g. *My home town* ***has changed*** *recently.* NOT ~~*has been changed*~~

Try to use a range of adjectives and adverbs to intensify or weaken the word ***change***, e.g. *There was a* ***profound change*** *in attitudes.* Or *Attitudes* ***changed completely***. NOT ~~*Attitudes had a big change*~~

4.3 **Look at the graph and find the following.**

a gradual increase a steady rise a slight fall a marked difference
a temporary levelling out a very slight rise



4.4 **Write the verb + adverb form of the phrases in 4.3.**

increase gradually

4.5 **Complete the description below with the words in the box.**

periodic period temporarily remained
and steady steadily by from trend

The graph shows changes in the price of fresh fruits and vegetables, sugar and sweets, and carbonated drinks over a thirty-year [1]_____ in the US between 1979 [2]_____ 2009. The graph also shows the general [3]_____ in the consumer price index during this time.

While the consumer price index showed a slow and [4]_____ increase from 1979 to 2009, the same cannot be said for the price of carbonated, or soft, drinks. After rising briefly between 1979 and 1981, they [5]_____ fairly constant until 1999, when the price did begin to increase slowly.

In contrast, there was a marked difference in the price of fresh fruits and vegetables, which, despite [6]_____ fluctuations, rose [7]_____ throughout this period. In fact, fresh food prices only levelled out [8]_____ between 1990 and 1992 and again [9]_____ 2000 to 2001. However, [10]_____ 2008 the price had increased by more than 300%.

Error warning

Be careful with the prepositions you use after the word *change*: *There has been* **a change in** *our plans.* NOT ~~*a change on*~~ *We've* **made** *some* **changes to** *the design.* NOT ~~*made some changes with*~~

4.6 **Answer the questions. Try to use some of the new language from this unit in your answers.**

1 Has your city or town changed over the past 20 years? (If so, in what way?)
2 What changes do you think we will see in the next 20 years?
3 Do you think our lives are changing too quickly?
4 How difficult is it for older people to adapt to new changes?
5 What changes would you like to see in the future?
6 How different is life today compared to when your grandparents were young?

Reading

*You should spend about 20 minutes on **Questions 1–12**, which are based on the Reading Passage below.*

Remnants of the past

In a museum laboratory, Irene Good is studying pieces of silk from long-lost cloth found at archaeological sites in western Europe and central and south Asia. Good immerses the threads in a solution to tease apart the strands of protein. Then she uses several methods of biochemical analysis to examine the proteins' amino acids. What amino acids are present and the order they are in vary in different species of moths and therefore give a clue to the place where the silk was made.

'What I love most is being able, not just to alter what's known, but to improve access to the past based on very tiny pieces of evidence. Until recently, it was assumed that all [ancient] silk was from China,' says Good, a specialist in fibre analysis and ancient-textile production and trade at Harvard University's Peabody Museum. 'Scholars held that any silk dating from 2400 to 700 B.C. was carried afar on trade routes from China. But our work is now calling that assumption into question.' Her findings indicate that the ancient silk came not from domesticated Chinese silkworms but from species of wild moths native to western Europe and Asia. 'Now it looks like some of the silk industry outside China was earlier than thought and more widespread,' Good says.

Today, Good and other researchers are applying high-tech methods of chemical analysis to ancient textiles and fibres to glean unique clues about past civilisations. The results are shedding light on many aspects of daily life among early peoples. Much of the insight is coming from minuscule samples of textiles, which archaeologists categorise as 'fibre perishables'. Until recently, these remains were usually overlooked because they were frayed, discoloured or too fragile to withstand the rigours of analysis.

'Because textiles are organic, they're subject to biological deterioration from air, water, minerals, insects and fungi. All kinds of things attack organic material and use it as their dinner,' says Joseph Lambert of Northwestern University in Illinois. He is a pioneer in the use of analytical-chemical techniques for the study of archaeological materials.

Most cloth and other fibre goods degrade over time and eventually disappear. However, according to Lambert, in some cases ancient textiles survived well because they'd spent centuries in arid, freezing or low-oxygen environments, such as well-sealed tombs. Scientific interest in ancient textiles and other fibre objects is burgeoning. 'Today, we're finally combining archaeological background with training in [scientific] instrumentation to put it all together,' says Lambert.

Chemical analysis and powerful microscopy can reveal remarkable characteristics of textiles: what plants and animals the fibres came from, how the yarns were made, what weaving techniques were employed and what dyes or pigments were used to colour them. Such information, combined with other evidence, enables researchers to infer the technological skills of ancient civilisations and the cultural importance of their textiles, notes Kathryn Jakes of Ohio State University in Columbus.

Among the fabric samples Jakes has analysed are carbonised scraps from Hopewell burial sites, which were typically earth mounds. Analyses have revealed decorative patterns indicating that at least some of the now-faded Hopewell-era textiles had been coloured. 'The presence of colour reflects a significant level of technology, including knowledge of colourants in nature and of methods required to affix them to organic materials,' says Jakes. She and her colleagues have conducted experiments to find out what combinations of plants and minerals the Hopewell groups may have used to produce various colours. Prehistoric people probably used plants like sumac and bedstraw as dyes, Jakes says, because caches of those seeds have been recovered from archaeological sites although the plants have no known dietary use. In one set of experiments, for example, the researchers made dye baths from sumac berries and bedstraw roots combined with different mineral fixatives. When the researchers tested the baths on fibres from milkweed plants and rabbit hair, only one combination – sumac, bedstraw, and potassium carbonate – produced a deep red that was colourfast.

Richard Evershed of the University of Bristol is another pioneer in the chemical analysis of organic archaeological materials. In the Sept. 16 issue of *Nature*, he and his colleagues describe their study of cloth wrappings from animal mummies of Ancient Egypt. The Egyptians preserved millions of mammals, birds and reptiles as votive offerings. Scholars had assumed that ancient people used relatively simple and inexpensive methods to prepare this multitude of animals for burial. Evershed's findings call that assumption into question. His team analysed samples from cat, hawk and ibis mummies. The embalming substances turned out to include fairly exotic materials, such as oils, beeswax, sugar gum and tree resins and were as complex as those used for human mummification. Evershed suggests that the Ancient Egyptians had surprisingly sophisticated knowledge of how to use various preservatives.

The study of ancient textiles and other organic materials is a much-needed counterpoint to the traditional archaeological focus on objects made of stone, bone, metal and clay, says Penelope Drooker of the New York State Museum in Albany. Evidence from tools and weapons can lead to skewed interpretations of past life, she says. Until fairly recently in human history, Drooker points out, perishable goods comprised a large part of the materials of everyday life. At some archaeological sites in western North America, for example, an estimated 95 per cent of recovered artefacts were made of wood, bark, plant fibre, leather, fur or feathers.

As sophisticated techniques of analysis have revealed more detailed information about ancient textiles, scholars have been rethinking ideas about the early development of skills such as spinning and weaving. Fibre samples found in caves in France had convinced scientists that textile production first arose about 15,000 years ago. Now, some scholars assert that weaving and cloth making developed considerably earlier. After examining early representations of human clothing, Elizabeth Barber of Occidental College in Los Angeles concluded that textile weaving is at least 20,000 years old. A specialist in the Bronze Age and Neolithic cultures of the Aegean and southeast Europe, she has argued that fibre-making expertise was as revolutionary as the creation of equipment for working with stone and metal. Learning to twist plant and animal fibres into string-like yarns enabled prehistoric people to weave nets, baskets and other objects that eased the chores of everyday life, Barber explains in her extensive writings. As the tasks of providing food, clothing and shelter were divided between men and women in tribal societies, she says, women became the primary weavers because they could perform that activity while tending children.

Questions 1–6

Look at the following statements and the list of people on the opposite page.

Match each statement with the correct person.

Write the correct letter, ***A–E****, next to questions 1–6.*

NB *You may use any letter more than once.*

Test tip

In the IELTS Reading test, some of the questions will be in the same order as the passage and some will not. For items that ask you to match people with statements or theories, the people in the box will be in the same order as the passage, but the questions will be mixed up.

1 Very old cloth can be preserved by the conditions around it.

2 The ability to create things out of cloth had as great an impact on society as the invention of tools.

3 Evidence has led to a re-evaluation of where certain materials originated.

4 Studying cloth can teach us about the expertise of early peoples.

5 We can use very small remnants of cloth to learn about ancient life.

6 Archaeologists can get misleading information from objects used for fighting.

List of people

A Good
B Lambert
C Jakes
D Drooker
E Barber

Questions 7–13

Do the following statements agree with the claims of the writer in the Reading Passage?

Next to questions 7–13, write

YES *if the statement agrees with the claims of the writer*
NO *if the statement contradicts the claims of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

7 Information about an insect can offer evidence about the origins of a piece of cloth.

8 Scientists have long realised the potential of ancient scraps of material.

9 According to Lambert, we can predict the amount of time that organic materials can last.

10 Joseph Lambert has led the way in research techniques of archaeological artefacts.

11 Jakes' experiments with dye were the first of this kind to be carried out.

12 Evershed's evidence supports the theory that Ancient Egyptians used a basic method to preserve mummies.

13 Researchers have used new data to question previous theories about the expertise of early people.

Test tip

Yes / No / Not given items are similar to *True / False / Not given* items. Both of them will be in the same order as the information in the passage. The only difference is that *Yes / No / Not given* items are based on the *opinions* of the writer and *True / False / Not given* items are based on *facts* within the passage. The most important thing to remember is that if the fact or opinion cannot be verified in the passage (as either *True* or *False*), then it is *Not given*.

3 No man is an island

Individuality, community

Individuality



1.1 **How do people use these things to express their individuality?**

___ clothes ___ bedroom ___ car
___ internet ___ music ___ hairstyle

1.2 ▶06 **Listen to someone talking about individuality and tick the things in 1.1 that he mentions.**

1.3 ▶06 **Now listen again and notice these phrasal verbs. Which two have a similar meaning?**

blend in with stand out from fit in with

1.4 **Check the meanings of the phrasal verbs in the box. Replace the underlined phrases in the sentences below with a phrasal verb from the box. There may be more than one possible answer.**

fit in (with) stand out (from) break away (from)
opt out (of) blend in (with) drop out (of) join in

1 I feel uncomfortable if I'm forced to <u>participate in</u> group activities.
2 I don't like to <u>be noticeable in</u> the crowd. I'd rather <u>look the same as</u> everyone else.
3 My friends started going out late to nightclubs so I decided to <u>dissociate myself from</u> the group.
4 When people feel isolated and rejected, they sometimes <u>abandon</u> society altogether.
5 New migrants may feel that by changing to <u>assimilate into</u> their new community, they are losing some part of their individuality.

Vocabulary note

The words *individuality* and *behaviour* are almost always used in the singular, not the plural:

*Everyone should try to maintain their ~~individualities~~ **individuality**.*

*Parents are responsible for their children's ~~behaviours~~ **behaviour**.*

Originality is used to refer to a piece of work that is not copied from others, e.g. *I don't like his style, but you have to admire the **originality** of his work.*

2.1 **Read the passage on the opposite page and complete these sentences with the correct ending (A–F).**

1 In the past, tattoos were judged to be
2 Tattoos are now
3 Famous people help to establish
4 Throughout the United States, local governments have developed
5 Society's previous attitude towards people with tattoos could be described as

A stereotypical.
B a more *tolerant attitude.*
C *harmful to society.*
D behaviour patterns.
E self-destructive.
F *approved of by society.*

The cultural status of tattooing has steadily evolved from that of an anti-social activity in the 1960s to that of a socially acceptable fashion statement today. First adopted and flaunted by influential rock stars like the Rolling Stones in the early 1970s, tattooing had, by the late 1980s, become accepted by ever-broader segments of mainstream society. Today, tattoos are routinely seen on rock musicians, sports stars and other public figures who play a significant role in setting the culture's behaviour patterns.

The market demographics for tattoo services are now skewed heavily toward mainstream customers. Tattooing today is the sixth fastest-growing retail business in the United States. The single fastest-growing demographic group seeking tattoo services is, to the surprise of many, middle-class suburban women. The state and local governments of New Jersey, like those of other regions across the United States, are being forced to alter their attitude and laws in response to the changing cultural status and popularity of tattooing and have now adopted a more open-minded approach to tattoos.

According to one recent journal, tattoos were most common among motorcyclists, criminals and gang members. However, these stereotypical associations have changed over the past 20 years and it is estimated that almost half of the tattoos now being done are on women.

2.2 PARAPHRASE **Now find words and phrases in the passage with a similar meaning to the words in italics in A–F in** 2.1.

2.3 **Use a dictionary to check the meaning of the following words from the passage. Then use them to complete the sentences below.**

flaunt suburban influential segment skewed status

1 Celebrities are extremely _____ in setting fashion trends.
2 The chart shows that people over 65 form the fastest-growing population _____.
3 Many rich people _____ their wealth through their expensive cars and grand houses.
4 These figures are _____ because not all of our customers have paid their bill yet.
5 Not everyone dreams of a quiet, _____ life. Many find it dull and boring.
6 I soon realised my _____ when I was asked to use the tradesman's entrance.

Community

3.1 07 **Look at the following list of opinions about groups and society and make sure you understand all of the vocabulary used. Listen to a talk and tick the opinions you hear expressed.**

1 ___ When people *conform*, it helps make society more *peaceful*.
2 ___ Some people *obey social customs* without question.
3 ___ *Conventional* people help keep our *traditions* alive.
4 ___ Some multicultural societies focus more on developing *traditional ways* than others.
5 ___ As time passes, our idea of *what is normal* changes.
6 ___ Some people try to be *different from the group*.
7 ___ Some people create *an alternative social group* and *rebel against the traditional way of life*.
8 ___ In the 1970s, it was *usual* for hippies to wear second-hand clothes.

3.2 ▶07 PARAPHRASE **Now listen again and note the words and phrases with a similar meaning to the words in italics in 3.1. You may need to listen several times and/or read recording script 07 at the back of the book.**

4 COLLOCATION **The words in the box collocate with either *social* or *group*. Use the words to complete the sentences.**

behaviour	decline	interaction
member	minority	pressure

1 Many people fear that relaxing our laws on alcohol consumption will lead to social _____.
2 Each new group _____ is expected to undergo a special induction programme.
3 In developed countries, smoking is now seen as anti-social _____.
4 Social _____ is very important for new migrants if they are to feel part of their new community.
5 _____ groups tend to have a lot less power in the community than more dominant groups.
6 People often give in to peer group _____ to conform, simply to make life easier.

Vocabulary note

The following are collocations with the word *community*: *a vibrant community, a close-knit community, the farming community, the rural community, the ethnic community*. Use your dictionary to help make a list of some more.

5.1 PRONUNCIATION ***s+h* are not the only letters that make the sound /ʃ/. Look at the following pairs of words and decide if the underlined sounds are /ʃ/ or /s/.**

1	censored censured	4	partial parcel	7	furnish furnace	10	sealed shield
2	coarsen caution	5	seek chic	8	subtle shuttle	11	rust rushed
3	censure sensor	6	chauffeur sofa	9	crust crushed	12	sip ship

5.2 ▶08 **Listen and circle the word in each pair in 5.1 that you hear. When you have finished, if possible, ask a friend to listen as you read the words and get them to point to the word you are saying.**

5.3 **Look at the following questions and the opening phrases below. Try to answer the questions, beginning with one of the opening phrases.**

1 What type of activity do you prefer to do alone and with a group?
2 How important do you think it is to be an active part of the community?
3 Why do you think that some people find it difficult to join in certain activities?
4 What can we do to help new people feel part of a group?
5 Some people think the government should help people feel part of the community. Do you agree?

Hmm, that's a difficult/interesting question because ...

Well, not really, because I feel ...

Oh, I think it's essential. I mean ...

Well, it really depends on the individual. I think some people, especially ...

Well, yes, to a certain extent, but I think ...

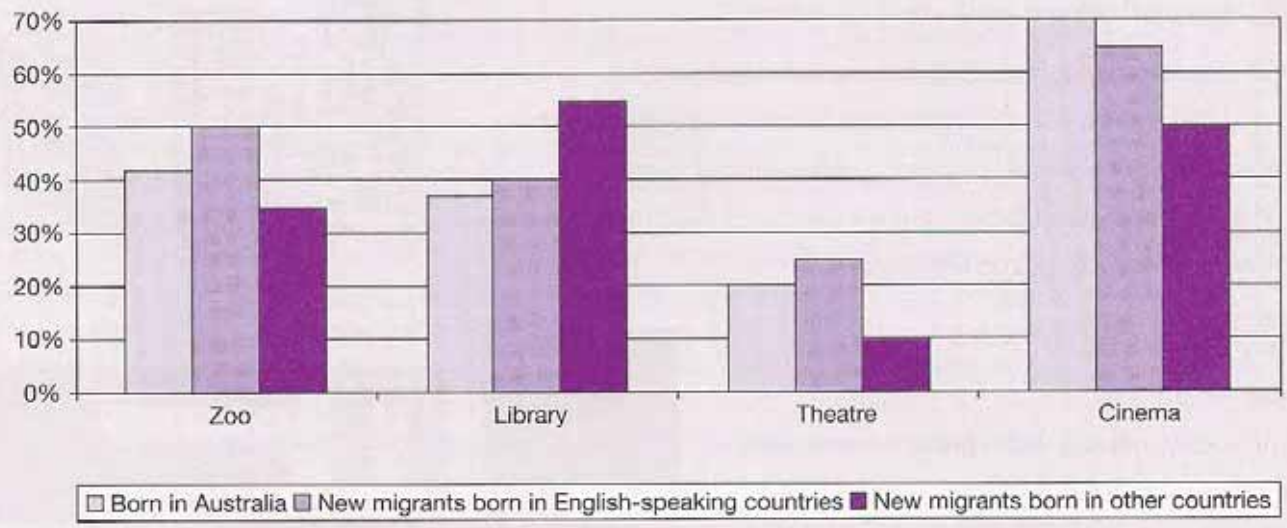
Test practice

Writing Task 1

You should spend about 20 minutes on this task.

The chart below shows the places visited by different people living in Australia.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Write at least 150 words.

Plan your answer here:

.....

.....

.....

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Test tip

You will increase your Writing Band Score in Academic Writing Task 1 if you (1) mention all the major features of the statistics or charts; (2) make sure you describe the statistics accurately; (3) paraphrase the information in the question; (4) avoid repeating the same words and phrases and try to vary the sentence structures you use; and (5) give an overview of the most important trends or patterns.

4 Scientific discovery

Chemistry, medicine

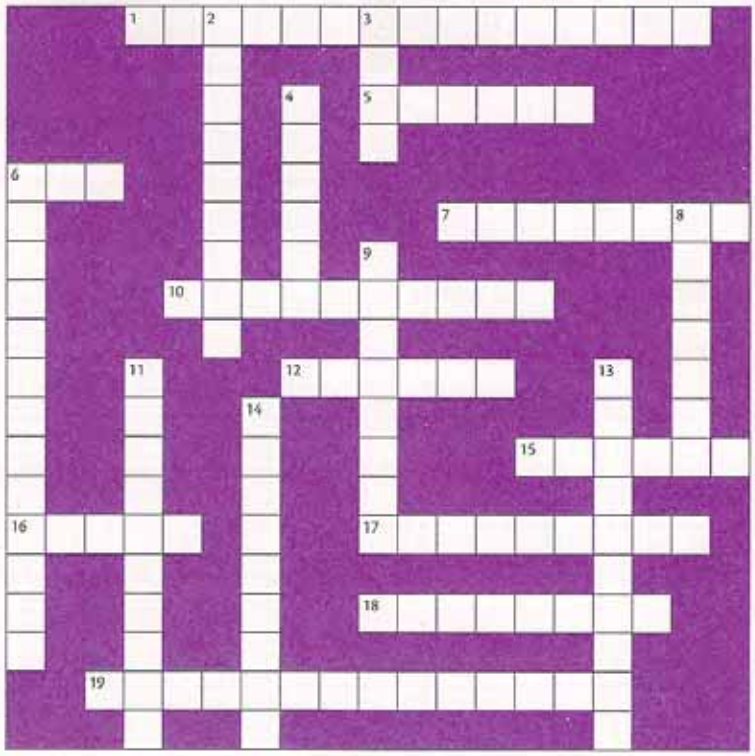
Chemistry



1.1 How much do you know about chemistry?

1 Can you name at least three common chemicals?
2 What do we call a scientist who studies or works with chemicals?
3 What kinds of household products contain harmful chemicals?
4 What does H_2O stand for?
5 What kind of chemicals do farmers use?

1.2 Complete the crossword.



Across

1 the kind of industry which produces medicines
5 a chemical found in diamonds and coal
6 The gas we breathe out is _____.
7 Mixing chemicals may cause a chemical _____.
10 a natural or chemical material used by farmers to help grow crops
12 Plants _____ water through their roots and sunlight through their leaves.
15 a household chemical product used to disinfect
16 another word for *poisonous*
17 a way of describing a material with particular physical characteristics
18 the release of a gas
19 the chemicals derived from petrol or natural gas

Down

2 The chemicals added to food are called *food* _____.
3 an abbreviation for the gases which have now been removed from aerosols to protect the ozone layer
4 See 13 down.
6 A nuclear accident may cause _____ of the surrounding area.
8 the opposite of *synthetic*
9 the different types of synthetic material which can be moulded and shaped to make many products
11 chemicals used to kill unwanted insects
13 and 4 an increase of gases in the atmosphere leading to global warming
14 a form of energy from nuclear power which is dangerous to humans and animals

2.1 **Read the passage and work out what the numbered words mean. Use the words on either side of the numbered words to give you a clue.**

> **Test tip**
>
> You are not expected to know more than the common chemical terms. Technical words will usually be explained in the text or in footnotes.

Many of us are exposed to a range of toxic substances in our daily lives. According to Professor Jack Ng of the University of Queensland: 'We are seldom exposed only to a single contaminant in the environment – but more often than not to a cocktail of chemical mixtures. Exposure can take place at a contaminated site or via the food chain. Examples include mixtures of petroleum [1]hydrocarbons, metals and [2]metalloids in mining and pesticides on or in the food we consume.'

Dr Ng cautions that health risk assessment of chemical mixtures can be complex and it is often very expensive to get sufficient evidence-based data for proper evaluation. He asserts that the notion that a single exposure to a chemical mixture automatically places a person into a higher risk category is an [3]urban myth that has no foundation. He states that: 'The facts about toxicity remain the same for either a single chemical or a mixture of chemicals: it is the [4]dosage that makes them poisonous.' When assessing the toxicity of a substance, it is important to have a good understanding of how the different contaminants in the mix may interact both with one another and inside any creature which absorbs them. Sometimes these reactions can make a substance more, or less, toxic. Professor Ng said the cost of analysing all the possible interactions and effects of any [5]compound mixture would be immense.

2.2 **Match the numbered words in the passage with the following extracts from footnotes to it.**

- a commonly told story not based on fact
- a mixture of carbon and hydrogen
- a chemical that combines two or more elements
- the amount of medicine you should take
- something that can act like a metal

2.3 **Answer the questions. Use *NO MORE THAN THREE WORDS* from the passage.**

1 Apart from a *polluted location, through* which other means can humans *come into contact with* toxic chemicals?

2 According to Professor Ng, what substance may be present on *what we eat*?

3 What does Professor Ng call *the idea* that being exposed to chemicals once can put us in danger?

4 What does Professor Ng say is the most important factor when judging how *toxic* a chemical mixture is?

5 According to Professor Ng, what stops us from *examining* all the *potential consequences* of mixing chemicals?

2.4 PARAPHRASE **Now find words and phrases in the passage with a similar meaning to the words in italics in 2.3.**

2.5 **Try to answer the following questions. Remember you need to show a wide range of vocabulary to achieve a good IELTS Band Score, so use some of the vocabulary from the exercises above.**

1 Do you think there is enough control of the use of chemicals in our society? (Why? / Why not?)

2 Do you think we are too dependent on chemicals nowadays? (Why? / Why not?)

3 Have chemicals improved our life or made it more dangerous?

4 Who do you think should be responsible for chemical spills which damage our environment?

5 How will our attitude to chemicals change in the future?

Medicine

3 09 **Listen to a talk about natural medicine and complete the summary. Write *NO MORE THAN TWO WORDS* for each answer.**

Ancient cultures made medicines from plants and animals. Modern scientists are studying the [1]_____ found in the [2]_____ of crocodiles. They believe it may help to fight [3]_____. The field of medical science is taking an interest in phytochemicals (i.e. chemical [4]_____ found naturally in plants). Scientists have already been able to show the health benefits of drinking green tea. Those who provide funding for medical research are now more supportive of [5]_____ therapies. As a result, scientists are studying how antioxidants may help with Alzheimer's disease. They are attempting to find the exact [6]_____ (i.e. without any harmful [7]_____).

Researchers have discovered that when phytochemicals are in a [8]_____ state, the body cannot [9]_____ them easily. They are using nanotechnology to make a [10]_____ that will slowly release the medicine.

Hospitals around the world are having problems with [11]_____ which cannot be treated with antibiotics. [12]_____ are now using [13]_____ such as tea tree oil.

4.1 COLLOCATION **We use adverbs to qualify adjectives, but you need to be careful which adverb you use. Modify the adjectives in the following sentences with a suitable adverb from the box, using the words in bold to help you.**

absolutely completely extremely highly slightly

1 It's _____ **impossible** for governments to control our diet.
2 When I was diagnosed with diabetes, they told me I couldn't eat chocolate, which I found _____ **difficult**.
3 Patients with diseases that are _____ **contagious** are isolated in a special area.
4 The coastline has been spoiled by the illegal dumping of _____ **toxic** industrial waste.
5 Pesticides can be _____ **harmful** to any creature living in the vicinity of where they are used.
6 We found that the acidity of the soil was _____ **lower** than the week before.

Vocabulary note

Extreme adjectives (e.g. *impossible, starving, disastrous*) can only be used with extreme adverbs (e.g. *utterly, absolutely*). *Extremely* is used with the same kind of adjectives as *very* and so is not an extreme adverb. Most adjectives which can be used with *very* can also be used with *highly, slightly* and *extremely*.

4.2 COLLOCATION **Decide if the adjectives in the box collocate with the adverb *highly, absolutely* or *extremely*. Some of the adjectives can collocate with more than one adverb.**

essential terrible probable skilled anxious valued necessary addictive controversial unusual crucial useless recommended disappointing overweight vital educated difficult awful

highly: _____

absolutely: _____

extremely: _____

Reading

*You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.*

Selling the health benefits of enriched 'phoods'

A The introduction of iodine to Morton Salt in 1924 was instrumental in eradicating a dangerous thyroid condition called goiter from the U.S. population. It was also the first time a food company purposely added a medically beneficial ingredient to food to help market that product. Eighty years later, the food industry is intensively researching all kinds of other healthful ingredients it hopes to use to help sell otherwise everyday foods. Functional foods, or 'phoods' as they're sometimes called to connote the intersection of food and pharmaceuticals, have been trickling into supermarkets over the past several years – think of calcium-enhanced orange juice and cholesterol-lowering margarine, for example. But they met with mixed success at first because consumers didn't know or care enough about the new ingredients.

B Now, though, consumers' growing awareness of health and nutrition, and new regulatory rulings that will make it easier for manufacturers to make health claims on packaging, are re-energizing the 'phood' business. Once again, food companies see functional foods as a way to boost sales in a highly competitive market. 'It's definitely a big deal,' said David Lockwood, editor of a recent report on functional foods by market research giant Mintel International Group Ltd. 'We expect [the functional foods business] to grow about 7.6 percent annually – that's about twice as fast as the overall food market is going to be growing.' At the recent annual meeting of the Food Marketing Institute, fully half of the 75 new products one major food company introduced had a 'health and wellness' focus, the company said. That's up from 15 percent of its new products the year before.

C Many of these products have added vitamins and minerals, such as a new juice drink that provides 100 percent of a child's daily vitamin C requirement, and a smoothie boosted with calcium. Lutein, linked to vision health, is now added to prune juice. Soy protein, which can help prevent heart disease, is being added to new breakfast cereals. Major food giants are actively unveiling products overseas, including yogurt with probiotic bacteria, to aid digestion. These nutritionally oriented products make up just 8 percent of company sales but account for 20 percent of its research budget, according to company spokesman Hans-Joerg Renk.

D 'There's a lot of research and development going on into what kinds of products people want, what kinds of products we can produce to meet the demand – that taste good and will be successful in the marketplace – and how we communicate the benefits,' said Michael E. Diegel, a spokesman for the Grocery Manufacturers of America. Vitamin water drinks, spiked with nutrients such as taurine, vitamin C, calcium and potassium, can be found on shelves of gourmet shops and supermarkets. Officials at privately owned Energy Brands Inc. attribute much of the dramatic growth in sales to consumers' rising interest in nutrition and wellness.

E Food marketing professor Nancy Childs, of St. Joseph's University in Philadelphia, said the widespread awareness of the low-carb phenomenon has led many consumers to check food labels while trying to lose weight. 'It starts to make them think about their food in terms of its nutritional components,' she said, which makes it easier to introduce other ingredients such as soy, fiber and many lesser-known compounds. Although more consumers may be ready to try the new products, the real driver behind the reborn interest of food manufacturers comes from science and the government. Government labs, universities and private companies are doing more research on the health effects of many nutrients, food scientists say, but much of it falls short of the full-scale clinical trials that the Food and Drug Administration has required for use in marketing.

F Beginning this spring, the FDA started allowing 'qualified health claims' on foods, telling consumers about ingredients that current science 'suggests' might be helpful in preventing certain diseases and medical conditions. 'FDA feels that this does provide more information to the consumer,' said Kathleen C. Ellwood, director of the agency's division of Nutrition Programs and Labeling. 'It's more to empower the consumer, to make them more aware of possible health benefits in these foods.'

That allowance has opened the floodgates. Dozens of petitions have been filed with the agency seeking permission for such claims: sports drink maker American Longevity wants to claim that lycopene reduces the risk of cancer; coral calcium producer Marine Bio USA has petitioned for a claim that calcium can reduce the risk of kidney stones; and the North American Olive Oil Association wants permission to use a claim that monounsaturated fatty acids can reduce the risk of heart disease. Consumers will start seeing these claims on packages soon, though some nutritionists and scientists are worried that the findings aren't rock solid. The non-profit Center for Science in the Public Interest has filed suit against the FDA, arguing that the new program violates the 1990 Nutrition Labeling and Education Act, which mandated a higher level of scientific agreement for marketing the health benefits of ingredients.

G Others fear there will be so many claims they will just become more noise to already bewildered consumers. 'I'm concerned that too many such claims will cause consumers to tune out and make all of them ineffective,' said Clare Hasler, executive director of the Robert Mondavi Institute for Wine and Food Science at the University of California at Davis. So far, the FDA has approved only a handful of qualified health claims, and they show the limitations that this new system may have, for consumers and food companies. The California Walnut Commission, for example, wanted permission to put this claim on packages of walnuts, which are high in Omega-3 polyunsaturated fatty acids: 'Diets including walnuts can reduce the risk of heart disease.' The agency approved wording that is not quite as snappy for package design: 'Supportive but not conclusive research shows that eating 1.5 oz. of walnuts per day, as part of a low saturated fat and low cholesterol diet, and not resulting in increased caloric intake, may reduce the risk of coronary heart disease.'

Questions 1–8

The Reading Passage has seven sections, **A–G**. Which section contains the following information?

*Write the correct letter, **A–G**, next to questions 1–8 below.*

NB *You may use any letter more than once.*

1 the significance of the link between consumers reading food labels and functional foods

2 a mention of large companies that are marketing functional foods in several countries

3 a reference to the success of one functional food in eliminating a disease

4 the reason why the FDA's new 'qualified health claims' may not benefit manufacturers

5 a prediction of the future sales figures for functional foods

6 a mention of the diet that caused consumers to focus on the ingredients in food

7 concern about the limitations of research being carried out into the health benefits of functional foods

8 the questions regarding functional foods that researchers are concentrating on

Questions 9–13

*Complete each sentence with the correct ending **A–G** below.*

*Write the correct letter, **A–G**, next to 9–13.*

***NB** You may use any letter more than once.*

9 Early attempts to produce functional foods were not very successful because

10 People are now buying more functional foods because

11 The FDA has decided to allow health claims on foods because

12 The Center for Science in the Public Interest has taken legal action against the FDA because

13 The Mondavi Institute for Wine and Food Science is worried because

A	consumers did not like the taste of the extra ingredients.
B	it wants more researchers to support health claims before food is advertised.
C	it wants consumers to know that certain foods can improve their health.
D	consumers were ignorant of the benefits of the added ingredients.
E	it thinks the abundance of health claims will confuse consumers.
F	they are more concerned about their health.
G	they are attracted by the design of the packaging.



Test tip

Remember to stick to the 20 minute time limit for each section. It's very easy to spend 50 minutes on the first two sections and then only have 10 minutes left for the last one.

5 Striving to achieve

Study, work

Study



1.1 **What helps to keep you motivated in your studies? Rate the following from 1 (*not important*) to 5 (*extremely important*).**

___ A having a group of hardworking friends you can study with
___ B being able to study when and where you choose
___ C receiving a reward for your efforts
___ D getting positive feedback from your teachers or tutors
___ E taking a course that offers practical work rather than simply theoretical content

1.2 ▶10 **Listen to two people talking about studying. Which of the ideas in 1.1 are they talking about?**

Speaker 1 ___ Speaker 2 ___

1.3 ▶10 COLLOCATION **Now listen again and read recording script 10 at the back of the book. Highlight or underline the phrases connected with *study* and *motivation*.**

1.4 **All of the words in the box collocate with the word *knowledge*. Use a dictionary to help you complete the sentences with the correct combination. Make sure you use the correct article and preposition where necessary. There may be more than one possible answer.**

broaden	limited	local	specialist	prior
detailed	in-depth	common		

1 Thanks to a few classes at university, I have _____ Russian.
2 Since the news report, details of the business deal are now _____.
3 Being a political reporter requires _____ national and international affairs.
4 Visiting the country did so much to _____ the language and people.
5 The Spanish course is for absolute beginners so no _____ is required.

! *Error warning*

Be careful with your use of articles, verbs and prepositions with the word *knowledge*. Look at the following examples:

*You have a gap **in your knowledge**. NOT ~~of your knowledge~~*

*His **knowledge of** classical music is amazing. NOT knowledge ~~about / for~~*

*Visitors should **acquire knowledge** of the local customs. NOT ~~get the~~ knowledge*

2 **Complete the table. Try to give all possible forms of the words.**

Verb	Noun	Adjective
analyse		
		assessable
conceptualise		
	consistency	
contextualise		contextual
		definable
	establishment	

Verb	Noun	Adjective
formulate		
hypothesise		
	indication	
interpret		
		significant
		theoretical
		valid

3.1 **Read the passage below and decide which paragraph (A–D) the following ideas are from.**

1 The *people who took part in the study* learnt to play a new video game.

2 People have a greater *feeling of having accomplished something* at the beginning of the learning process.

3 Scientists have discovered that by *calculating* the volume of areas of the brain they can *forecast* how well you will carry out a set task.

4 The study was *carried out* in Illinois.

5 There is growing *proof* that certain areas of the brain *strongly affect* our ability to *acquire* new skills.

A It is possible to predict your performance on a video game simply by measuring the volume of specific structures in your brain, a multi-institutional team of researchers announced this week. The study, headed by Kirk Erickson, a professor of psychology, adds to the evidence that specific parts of the brain profoundly influence a person's ability to refine his or her motor skills, learn new procedures, develop useful strategies and adapt to a quickly changing environment.

B Participants in the study were taught to play Space Fortress, a video game developed at the University of Illinois. Half of the participants were asked to focus on maximising their overall score in the game while also paying attention to the various components of the game. The other participants had to periodically shift priorities, improving their skills in one area for a period of time while also maximising their success at the other tasks. The latter approach, called 'variable priority training', encourages the kind of multi-tasking that is commonly required in daily life.

C The researchers found that players who had a larger nucleus accumbens (an area of the brain) did better than their counterparts in the early stages of the training period. This makes sense, Erickson said, because the nucleus accumbens is part of the brain's reward centre, and a person's motivation for excelling at a video game includes the pleasure that results from achieving a specific goal. This sense of achievement and the emotional reward that accompanies it is likely to be highest in the earliest stages of learning, he said.

D Players with a larger caudate nucleus and putamen (two other areas of the brain), learned more quickly and learned more over the training period. 'This study tells us a lot about how the brain works when it is trying to learn a complex task,' Erickson said at the conclusion of the research, which was conducted in Illinois. Such information might be useful in education or in treating disability or dementia.

3.2 PARAPHRASE **Find words and phrases in the passage with a similar meaning to the words in italics in the ideas (1–5) in 3.1.**

Work

4.1 11 **Listen to a talk about employment and complete the notes using *NO MORE THAN TWO WORDS* for each answer.**

Previous beliefs

- need to be a graduate to get a job with good career prospects
- not attending university will limit you to work in the [1]_____ sector

Current work situation

- can earn a good living by taking a [2]_____ course
- traditional jobs not requiring university study can pay reasonably well, e.g. [3]_____
- new jobs also pay reasonably well, e.g. [4]_____ of solar panels
- new categories of work now, e.g. 'chrome-collar' ([5]_____) or 'green-collar' (linked to the environment) – this is where many [6]_____ exist

Study options

- no longer necessary to study for a [7]_____
- many courses lead to an [8]_____ where you can learn as you work
- more graduates are attending community college to learn a [9]_____
- young people no longer see their work life as one [10]_____ in the way their grandparents did

4.2 11 **Match the words and phrases (1–10) from the recording with the definitions (a–j).**

1	job market	a	a term used to describe jobs done with the hands
2	employable	b	areas of interest or study
3	a living wage	c	the supply of jobs available
4	blue-collar jobs / manual labour	d	a term used to describe office jobs
5	white-collar jobs	e	series of jobs that will lead to your goal
6	job vacancies	f	learning while you work
7	career paths	g	enough pay to live on
8	vocational education	h	having the right skills to get a job
9	on-the-job training	i	positions available
10	fields	j	skills and education that prepare you for a job

5 Choose the correct alternative to complete the sentences.

1 Finding the cure was a process of *trial and error / give and take*. We tried out many theories and failed many times before finally succeeding.

2 We are making a *human endeavour / concerted effort* to solve this problem.

3 It was only after several weeks of *strenuous exercise / feeble attempts* that I finally regained my fitness levels.

4 Building the pyramids was an amazing feat of *human endeavour / physical activity*.

5 He's currently employed as a labourer, which requires far too much *mental concentration / physical exertion*.

Test practice

Speaking

Part 1 (4–5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies, and familiar topics.

1 Do you like the building where you live? (Why? / Why not?)

2 What can you see from the windows where you live?

3 Are team sports popular in your country?

4 How important is it for children to do a team sport?

5 What kinds of food do people eat in your culture?

6 Is it a good idea for families to sit down to eat together? (Why? / Why not?)

7 Is there anything expensive that you would like to buy? (What is it?)

8 Does owning expensive things make people happy? (Why? / Why not?)

Test tip

Remember to give long answers to the questions. Include opinions, reasons and examples to extend your answer. You can also talk about different situations in your country or in other cultures.

Part 2 (3–4 minutes)

The examiner will give you a topic like the one on the right and ask you to talk about it for one to two minutes. Before you talk, you have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a school you attended.
You should say:
- what you learned there
- how long you studied there
- what the teachers were like

and explain whether you enjoyed studying there.

Part 3 (4–5 minutes)

The examiner will ask some more general questions which follow on from the topic in Part 2.

1 Can you identify what makes a good student?

2 Would you agree that subjects like science and maths are more difficult than art and literature?

3 What social skills do children learn at school?

4 Is there too much emphasis on academic study at school?

5 Do tests and exams help students to learn information?

6 Can you evaluate the importance of compulsory state education?

7 Should governments encourage students to take certain subjects at university?

8 Can you speculate on the challenges that universities will face in the future?

Test one (Units 1–5)

1 An open friendly manner is of this region.
A personality B character C characteristic D individuality

2 The children have been as good as gold. So well-..... .
A adjusted B dressed C intentioned D behaved

3 I thought his comment about my putting on too much weight was quite
A sensitive B egotistical C tactless D cynical

4 Our decision to go on holiday abroad was very The weather at home was terrible.
A sensible B selfish C sensitive D selfless

5 My sister is really self-..... . She can join in a group without any introductions.
A centred B confident C controlled D absorbed

6 I read the newspapers every day because I like to be well-..... about what's going on in the world.
A informed B educated C known D brought-up

7 The paragraph gives the background to their research project.
A beforehand B retrospect C bygone D preceding

8 These are very times, and it may be a while before everything returns to normal.
A temporary B contemporary C rapid D turbulent

9 There has been a dramatic in the way we see modern society.
A alteration B amendment C variation D shift

10 The graph shows a contrast between UK and US sales.
A marked B slight C steady D noticed

11 There was only a change in the data between 2000 and 2010.
A dramatic B profound C slight D tremendous

12 The archaeologists uncovered several important at the site.
A ancients B artefacts C steady D noticed

13 We can all show our in some way through our clothes and personal style.
A individuality B individualities C behaviour D behaviours

14 When I lost my job, I tried to maintain a sense of by dressing in my usual work clothes each day.
A originality B individuality C normality D personality

15 Many people see smoking as a type of behaviour nowadays.
A mainstream B cultural C anti-social D conventional

16 There was a worrying article recently about the social of modern America.
A pressure B decline C interaction D behaviour

17 At work, you make friends with people of different ages and outside of your group.
A social B minority C cultural D peer

18 It's a very community and people are generally very supportive.
A close-knit B diverse C isolated D deprived

19 The company was forced to close when the effects of their products were discovered.
A harmful B alternative C therapeutic D beneficial

20 She was so sick today that it is highly your teacher will be absent tomorrow.
A impossible B likely C disastrous D essential

21 The company spent millions of dollars marketing their new wonder drug.
A pharmacy B pharmacist C pharmacology D pharmaceutical

22 When the two substances are mixed, a reaction takes place.
A chemistry B chemist C chemical D chemicals

23 Although the drug is very effective, it does have some unpleasant
A side effects B benefits C therapies D remedies

24 There is no need to worry about being near other people as the condition is only slightly
A effective B contagious C dangerous D terrible

25 I thought it was knowledge that she was pregnant.
A limited B common C local D basic

26 The results were with the previous tests we had undertaken.
A theoretical B inferred C consistent D evident

27 The idea of manual doesn't appeal to me at all.
A effort B labour C endeavour D exercise

28 It's important to set clear goals and map out your path.
A profession B job C work D career

29 We made one last effort to move the broken-down vehicle.
A manual B concerted C physical D exerted

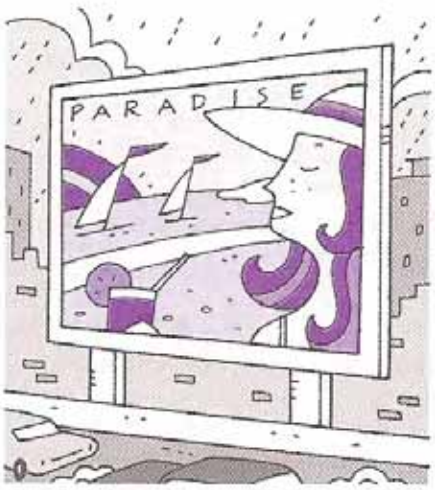
30 My father's knowledge trains was almost encyclopaedic.
A about B for C in D of

6 Powers of persuasion

Advertising, marketing

Advertising







1.1 **Which of the different kinds of adverts and advertising in the box are shown in the illustrations? Where would you find the others?**

sponsorship commercials pop-up ads brochures
billboards banner ads telemarketing jingles flyers

! *Error warning*

Advertising describes the business of persuading people to buy things. *Advertisement*, and the abbreviations *advert* and *ad*, are used to refer to printed, audio or film products that are used to sell something, e.g. *I saw a funny* ***advertisement*** *on TV.* NOT *I saw a funny ~~advertising~~ on TV. Commercial* is only used for ads on radio or TV.

1.2 ▶12 **Listen to two people discussing advertising. Which types of advert/advertising do they mention?**

Types of advert/advertising	Adjectives		
Speaker 1 _____	___ irritating ___ ubiquitous ___ compelling	___ persuasive ___ convincing ___ repetitive	___ disappointing ___ distracting
Speaker 2 _____	___ invasive ___ disturbing ___ unavoidable	___ persuasive ___ slick ___ catchy	___ infuriating ___ irritating ___ effective

1.3 ▶12 **Use a dictionary to check the meaning of the adjectives in the column on the right. Listen again and tick the adjectives which describe what the speakers think of the adverts/ advertising.**

1.4 ▶13 **Now listen to a third speaker. He describes four types of advert/advertising. What are they?**

2.1 **Are the words in the box *marketing tools, verbs* or *people*?**

jingle	reassure	vendor	ploy	gimmick	client	appeal	assure	pressurise	consumer
convince	induce	logo	customer	oblige	urge	branding	entice	distributor	
sales representative	seduce	slogan	twist (your arm)	tempt	manufacturer				

2.2 **Choose the correct alternative to complete the sentences.**

1 Customers can often feel *pressurised / reassured* into buying a product they don't need.
2 Many competitions are simply a marketing *branding / ploy* to help boost sales.
3 You are more likely to remember a humorous *advertisement / advertising* than a boring one.
4 Department stores often use smells and sounds to *induce / entice* shoppers into their stores.
5 The famous Nike *slogan / logo* was drawn by a design student who was only paid $35.
6 Retailers prefer their *customers / clients* to make impulsive purchases rather than planned ones.

Marketing

3.1 **Read the passage below and decide which sections (A–D) the following ideas are from.**

1 techniques to encourage online shoppers to stay loyal
2 different concerns online shoppers may have
3 negative impact of the internet on businesses
4 responding when customers are not positive

A In a recent study, Swinda Janda and collaborator Hong-Youl Ha of South Korea's Kangwon National University explored how businesses can cultivate and keep loyal customers and how relationships between businesses and customers mirror human relationships.

B Janda was not surprised to find that in order to create a relationship, consumers have to perceive it will pay off, monetarily or otherwise. The study found that promotional events designed to counter customers' negative attitudes can significantly enhance the customers' likelihood of engaging in a long-term relationship with the business. For a car dealership, Janda said this could mean promotions that don't focus on a hard-sell approach but rather on providing relevant information such as the availability of rebates for the customer.

C In terms of online retailers, in order to enhance customer loyalty, they should focus on enhancing customer perceptions of their trustworthiness. This can be accomplished by providing assurances that personal and credit card information is secure. Janda's research shows that it takes more than satisfaction with a product for customers to return to a retail website, and suggests that online retailers use positive reinforcement like providing customers with discounts on future purchases, or free merchandise to increase the probability of future site visits. They should also bear in mind that customers judge online retailers not just by the quality of their products but also by whether the website loads quickly, and the frequency of pop-up windows.

D With the prevalence of social media, Janda said it is now more important than ever for companies to implement systems that are geared towards managing unhappy customers. As an example, he points to the more than eight million views for a video clip posted online by the dissatisfied customer of an airline. 'With social networking, it's very easy for one dissatisfied customer to post on his or her blog that a company messed up,' Janda said.

3.2 **Now read the passage again and find the following.**

1 a word used in farming and in business (paragraph A)
2 a method of selling that is very persuasive (paragraph B)
3 amounts of money that are returned to you (paragraph B)
4 the adverb form of *money* (paragraph B)
5 activities intended to advertise something (paragraph B)
6 a term used for shops on the internet (paragraph C)

Error warning

The word *stuff* is informal and should be avoided in the IELTS exam. Try to use a more precise word such as *goods, products* or *items*.

4 **Improve these sentences by replacing the underlined words with a phrase from the Vocabulary note.**

1 It's amazing how many <u>things</u> are left on buses; we often find hats and scarves and even coats.
2 The shop specialises in <u>things that only the very rich can afford</u>.
3 As a student, I had barely any money, just enough for a few <u>things I really needed</u>.
4 At the hospital, they made a list of my <u>things</u> and put them in a bag.
5 The craft market sold many beautiful <u>things which weren't manufactured</u>.

Vocabulary note

The following terms in bold are all useful substitutes for the word *things*:
luxury **goods**, *handmade* **products**, *articles of* **clothing**, *personal* **possessions**, *essential* **items**

5 **Complete the text below with suitable words from the box. Use each word once only. There may be more than one possible answer and you do not need to use every word in the box.**

manufacturers exaggerate advertising selling consumer brands sales advertisements commercials customer products stuff marketing

We live in a [1]_____ society where even the very young are conscious of famous [2]_____ such as Lego and McDonald's. Because of this, I think it's important to teach children to be wary of [3]_____ they see on TV. There are many companies that target young children through the [4]_____ they sell. In order to increase their [5]_____, these [6]_____ bombard young children with colourful and entertaining TV ads.

[7]_____ campaigns aimed at children often feature their favourite cartoon characters, so pre-schoolers need to be taught that not everything they're watching is a TV show. They also need to learn that companies often [8]_____ the features of toys and may make promises they cannot keep.

6 14 PRONUNCIATION **Underline the syllable with the main stress in these words. Listen to check your answers. Then practise saying the words correctly.**

advertise
advertising
advertisement
commercial
product
irritating
exaggerate
personal
luxury
articles
possessions
promotional
essential
marketing
pressurise
brochure
impulsive
effective

Reading

You should spend about 20 minutes on ***Questions 1–13****, which are based on the Reading Passage below.*

History of advertising in the USA

Over a century ago, *Harper's Weekly* commented that advertisements were 'a true mirror of life, a sort of fossil history from which the future chronicler, if all other historical monuments were to be lost, might fully and graphically rewrite the history of our time'. Few if any historians today would claim that they could compose a complete history of an era from its advertisements, but in recent years scholars have creatively probed advertisements for clues about the society and the business environment that produced them. The presence of many excellent online collections of past advertisements provides learners as well as established scholars with the opportunity to examine these sources in new ways. The experience can be tantalising and frustrating, since advertisements don't readily proclaim their intent or display the social and cultural context of their creation. Yet studying advertisements as historical sources can also be fascinating and revealing.

Despite or because of its ubiquity, advertising is not an easy term to define. Usually, advertising attempts to persuade its audience to purchase a product or a service. But 'institutional' advertising has for a century sought to build corporate reputations without appealing for sales. Political advertising solicits a vote (or a contribution), not a purchase. Usually, too, authors distinguish advertising from salesmanship by defining it as mediated persuasion aimed at an audience rather than one-to-one communication with a potential customer. The boundaries blur here, too. When you visit a major online retailer, a screen often addresses you by name and suggests that, based on your past purchases, you might want to buy certain books or CDs, selected just for you. A telephone call with an automated telemarketing message is equally irritating whether we classify it as advertising or sales effort.

In the history of the United States, advertising has responded to changing business demands, media technologies and cultural contexts, and it is here, not in a fruitless search for the very first advertisement, that we should begin. In the eighteenth century, in colonial America, advertisements were most frequently announcements of available goods, but even in this early period, persuasive appeals accompanied dry descriptions. Benjamin Franklin's *Pennsylvania Gazette* reached out to readers with new devices like headlines, illustrations, and advertising placed next to editorial material.

Despite the ongoing 'market revolution', early and mid-nineteenth-century advertisements rarely demonstrate striking changes in advertising appeals. Newspapers almost never printed ads wider than a single column and generally eschewed illustrations and even special typefaces. Magazine ad styles were also restrained, with most publications relegating advertisements to the back pages. Equally significant, until late in the nineteenth century, there were few companies mass-producing branded consumer products. Patent medicine ads proved the main exception to this pattern. In an era when conventional medicine seldom provided cures, these manufacturers vied for consumer attention with large, often outrageous, promises and colourful, dramatic advertisements.

In the 1880s, several industries adopted new production techniques that created standardised products in unheard-of quantities, and sought to find and persuade buyers. National advertising of branded goods emerged in this period in response to profound changes in the business environment. Along with the manufacturers, other entities

also turned to advertising. Large department stores in rapidly-growing cities, such as Wanamaker's in Philadelphia and New York, Macy's in New York, and Marshall Field's in Chicago, also pioneered new advertising styles. For rural markets, the Sears Roebuck and Montgomery Ward mail-order catalogues offered everything from buttons to kits with designs and materials for building homes, to Americans who lived in the countryside – a majority of the US population until about 1920.

While advertising generated modern anxieties about its social and ethical implications, it nevertheless acquired a new centrality in the 1920s. Consumer spending was fuelled in part by the increased availability of consumer credit on automobiles, radios, and household appliances, and leisure-time activities like spectator sports and movies gained popularity in the generally prosperous 1920s. Advertising promoted these products and services. The rise of mass circulation magazines, radio broadcasting and, to a lesser extent, motion pictures provided new media for advertisements to reach consumers. Advertisements, as historian Roland Marchand pointed out, sought to adjust Americans to modern life, a life lived in a consumer society.

Questions 1–4

Choose the correct letter, ***A, B, C or D.***

1 What is the purpose of the first paragraph?

A To state that advertisements can teach us a certain amount about the past.
B To tell us about the magazine which first printed advertisements.
C To explain how much advertisements have changed in the last 100 years.
D To introduce the idea that advertisements have a long history in business.

2 In the first paragraph, what point does the writer make about advertisements on the internet?

A The internet helps people who are studying historical advertisements.
B The constant advertisements on some internet websites can be annoying.
C The internet is a good medium for advertising any product.
D Internet sources can help us to understand the cultural significance of advertisements.

3 According to the second paragraph, it is difficult to

A sell products through advertisements alone.
B put advertisements into one neat category.
C buy advertising space for political means.
D produce an advertisement that appeals to everyone.

4 What connection does the writer make between major online retailers and telemarketing?

A Both offer a cheap means of selling a product.
B Both offer a less personal way of advertising.
C Both show that advertising can be as annoying as salesmanship.
D Both have overtaken print advertisements in their popularity.

Questions 5–13

Complete the notes below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

History of Advertising in the USA

18th Century

- advertisements told of goods available in a basic way
- as well as placing ads next to text, one newspaper introduced **5** and **6** for the first time

Early – mid 19th Century

- advertisements still basic
- adverts in magazines generally appeared on the **7**

Late 19th Century

- only advertisements for **8** were bold and eye-catching
- modern **9** meant more products could be made
- the first time **10** products were advertised all around the country
- businesses such as **11** began to advertise
- customers living in remote areas could order products from **12**

1920s

- **13** was easier to obtain so spending increased
- new media became available (e.g. radio and cinema)

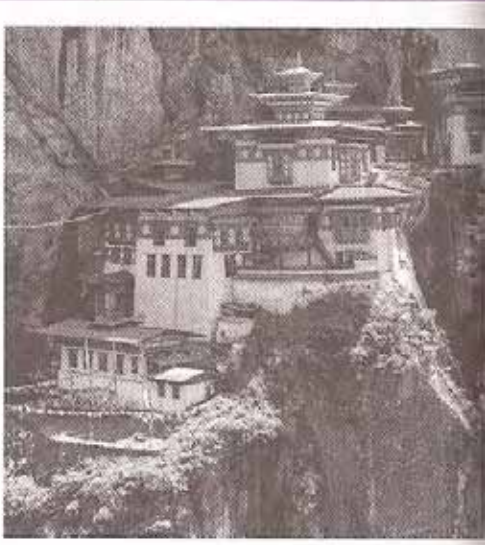
Test tip

For notes completion items, make sure you do not exceed the maximum number of words stated in the question but remember that less than this number is also possible. If you add extra unnecessary words then you will lose marks. NB Hyphenated words count as one word.

7 Ways and means

Tourism, travel

Tourism



1.1 **Look at the photograph and write as many adjectives as you can think of to describe the scenery and location. Do not use *nice, lovely* or *beautiful*.**

1.2 ▶15 **Listen to a description of the place and note the adjectives you hear which describe these nouns.**

place area buildings accommodation views landscape

2.1 **Read the passage about a new tourism development in Bhutan. Are the statements on the opposite page *TRUE, FALSE* or *NOT GIVEN*?**

From government ministers to rice farmers, every Bhutanese you speak with will declare that his country is in constant, imminent peril. But the invading armies they fear are those of tourists, and the threat is to their traditional way of life. After taking the throne in 1974, King Jigme Singye Wangchuck instituted a number of policies designed to preserve the country's cultural identity. While making education a priority, he restricted corrupting influences like television (which was introduced only in 1999) and required citizens to wear the nation's traditional kimono-like garb.

Looking with horror at the many negative social, cultural and environmental effects that virtually unrestricted tourism was having on nearby developing countries, the government instituted a 'low-volume, high-value' tourist policy in the 1970s that continues to this day. The only way to visit Bhutan is on a pre-arranged package deal that includes hotels, food, guide and driver. The packages cost a minimum of $200 a day, although this is arguably not bad value, considering everything that comes with it. The policy succeeds in keeping the backpacking hordes away; only 7,000 tourists fly into Bhutan's one airport – which is serviced by just two planes – every year.

Bhutan is thus a place where travel still feels like an adventure, where the illusion of true exploration is occasionally still believable. Go to Bhutan, and you may well find yourself driving for hours along terrifying, winding mountain passes and then climbing to a monastery perched on a cliff that seems to defy all laws of physics. If you are lucky, you may be granted permission to enter the primary temple in the centre of the courtyard. Stepping over the high threshold and into the inner sanctuary, you can barely see, because the room is dark and the air is thick with a mixture of smoke from the gas lamps and incense. But slowly, brilliant murals reveal themselves, along with an elaborate altar, behind which a group of finely detailed gold and bronze Buddhas seems almost to glow. For a split second, it is possible to feel that you are the first non-Bhutanese who has ever seen such a sight. That feeling, of course, is solid travel-industry gold. And a new luxury resort is set to capitalise on the fact that until now, even at $200 a day, no accommodation in Bhutan could be considered international quality. Even in the country's very best hotels, the best that can be promised is that the showers will probably be hot, the toilets will probably flush and the electricity will probably work.

1 The local people are worried about the future of their country.
2 The king was keen to change his country to attract more tourists.
3 The local people were unhappy with the restrictions on their dress.
4 The Bhutanese government was impressed with developments in nearby areas.
5 Visitors are unable to visit Bhutan without prior planning.
6 Children would find visiting Bhutan a boring experience.
7 The new resort will be similar to existing accommodation.

Vocabulary note

Some common collations with *tourism* and *tourist* are: *tourist attraction, tourist trade, tourist season, tourist centre, tourist information, tourist destination; tourism industry, mass tourism, local tourism, international tourism.*

2.2 Complete the sentences below with the words in the box. You may need to change the form of the words.

virtual sparse pleasant world convenient traffic international long

1 There are no cars allowed on the island so the area is completely _____-free.
2 Our hotel was _____ located near the beach.
3 The outside looked very basic so we were _____ surprised to find our room had a private bathroom.
4 The custom in this area is to dine late at night so the restaurant was _____ empty when we arrived.
5 We finally departed for our _____-awaited holiday.
6 We couldn't wait to try the _____ famous deserts.
7 The hotel chain is _____ renowned for its luxurious setting.
8 Our budget room was very _____ furnished but adequate nevertheless.

Vocabulary note

A compound adjective modifies a noun. It consists of two or more nouns or adjectives. The first word in the compound limits the meaning of the second, e.g. *a high-frequency item. High* limits the *frequency* that modifies *item*. When it comes before the noun, the compound adjective is generally linked with a hyphen.

Adverbs can also modify an adjective and noun, but these are not hyphenated, e.g. *a highly significant change*, unless the adverb is *well*, e.g. *well-behaved.*

2.3 The following extract from an answer to an IELTS Writing Task 2 contains common errors made by candidates. Choose the correct alternative to improve the accuracy of the answer.

Many more people travel nowadays than in the past. What impact does this increase in tourism have on the countries that they visit?

[1]*Tourism / Tourists* has brought a lot of benefits [2]*to / in* many countries around the world. In fact, in many countries it has become one of the most important [3]*ressources / resources* and the main source of income. But what negative [4]*effects / affects* does tourism [5]*have / do* on a country and its people? The greatest impact is on the land. In order to [6]*attract / persuade* more tourists, areas that were once pristine are suddenly filled with luxury hotels and resorts. The need for a clean water supply and good [7]*transports / transport* takes its toll and inevitably leads to environmental [8]*damage / damages*. The tourists themselves may pollute the area with their litter while their ignorance of local culture might [9]*cause / result* offence. However, [10]*in / from* my view, the benefits of tourism far [11]*overweigh / outweigh* the drawbacks, and many of these countries would not have survived without the [12]*tourism / tourist* industry.

Travel

3.1 ▶16 **Listen to a talk about the history of air travel in the USA and complete the timeline below with *NO MORE THAN TWO WORDS* for each answer.**

1903
- The Wright brothers flew for the first time.

1923
- [1]_____ planes were introduced.
- Planes were owned by the Post Office, which added [2]_____ to increase income.
- Planes couldn't cross [3]_____ so people made part of the journey by train.

1927
- Charles Lindbergh flew non-stop from New York to Paris.
- People were emotional on hearing about his [4]_____ in the French capital.

Late 1930s
- The DC-3 airplane cut costs but train travel was still cheaper and more [5]_____.

1940s
- Events of The Second World War led to the growth of [6]_____.
- Developments in plane design meant better [7]_____ for travellers.

1960s
- Only [8]_____ flew regularly.

1970s and 80s
- Airlines were deregulated so airlines could set their [9]_____ and [10]_____ themselves.

! Error warning

Travel is a verb: *I enjoyed my ~~travel~~ trip very much.* It is only used as a noun in a general sense, e.g. *travel broadens the mind.*

Trip refers to both a journey: *the trip there was fine*; or a short stay: *a business trip*; or a holiday: *I'm going away on a trip.*

Journey only refers to getting from one place to another: *the journey there was very uncomfortable.*

V Vocabulary note

Some common collocations with travel are: *travel operator, travel guide, travel industry, travel documents, travel destination, travel restrictions.*

3.2 **Look at the question from Part 2 of an IELTS Speaking test and the extract from one candidate's answer below. Choose the correct alternative to improve the accuracy of the answer.**

Describe a special trip you have been on. You should describe:
- the place you visited
- the journey
- what you did there
- why you chose to go there

and explain why the trip was special to you.

One [1]*travelling / trip* I remember really well was crossing Australia. I had read an article about it in a [2]*travel / travelling* magazine so I thought I knew what to expect, but the [3]*journey / travel* was so long that I thought it would never end. I stayed in Australia for three weeks and during the [4]*travel / trip* I saw lots of amazing things. My favourite place was Sydney, though, because it has so many [5]*tourist / tourism* attractions that [6]*passengers / travellers* never feel bored there. I wished I could have stayed longer.

3.3 **Decide how you would answer the questions in 2.3 and 3.2 yourself.**

Test practice

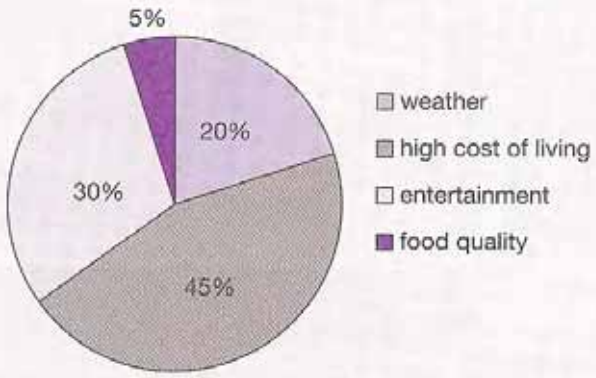
Writing Task 1

You should spend about 20 minutes on this task.

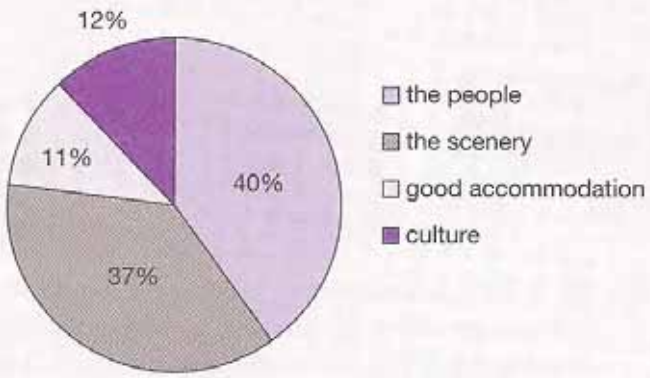
The pie charts below show the most common advantages and disadvantages of Fairmont Island, according to a survey of visitors.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Most common disadvantages



Most common advantages



Write at least 150 words.

Plan your answer here:

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

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Test tip

Show the examiner you can paraphrase the figures in the chart. Use *just under half of*, *a third of* and *a fifth of* instead of 47%, 33% and 20%.

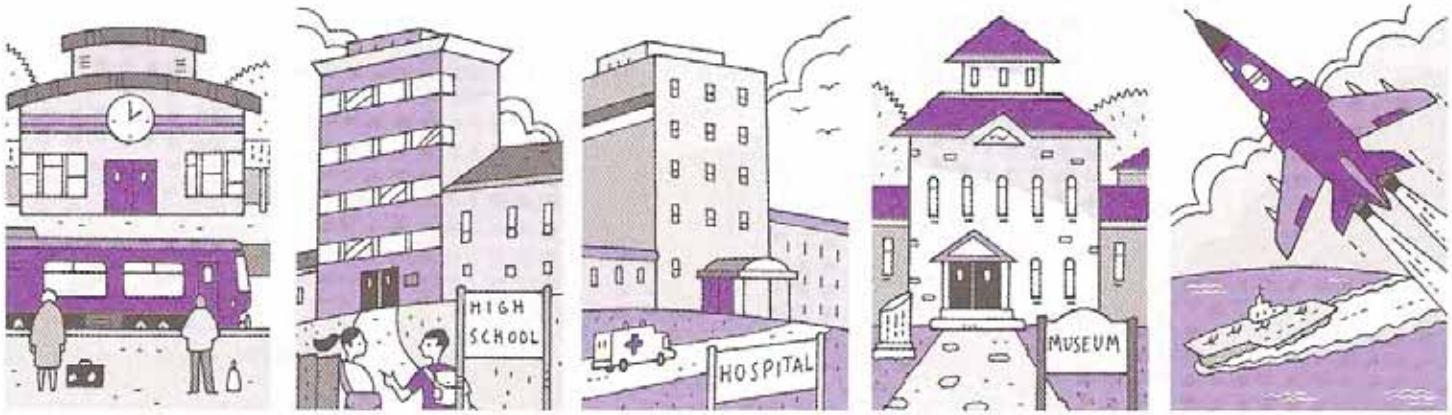
Remember not to repeat the words in the question too many times.

You should find different words and phrases to mean the same thing. Use *plus points* and *benefits* in place of *advantages* and *drawbacks* or *problems* in place of *disadvantages*. You can also use longer phrases to mean the same thing, e.g. *advantages = things that people liked about; disadvantages = what visitors claimed to dislike about.*

8 State control

Government, society

Government



1.1 **Which of the following services do you think receives the most government money in your country? Use a dictionary to check the meaning of the words. What other things do governments fund?**

public transport education healthcare
social welfare the arts defence

1.2 ▶17 **Listen to a telephone conversation and complete the table with *NO MORE THAN TWO WORDS OR A NUMBER*.**

Problem	Who to contact
broken [1]_____	[2]_____ officer – name: [3]_____
dangerous cliff	[4]_____ (secretary of the [5]_____) Tel: [6]_____
[7]_____ needed on Bramhurst Road	John Marsden (the local [8]_____ of _____)

Test tip

IELTS Listening Section 1 will often contain a number and/or a name that you need to write. The names may be spelt for you. Before you listen to the recording, look carefully at the questions to see which ones will need a number or name. If you hear 'triple 3', you should write '333'. If you hear 'double n', you should write 'nn'.

1.3 **Match the jobs (1–6) with the definitions (a–f).**

1	mayor	a	is an administrator who works for the government
2	bureaucrat	b	has the highest position in government in a country
3	prime minister or president	c	represents a local community in the government
4	member of parliament	d	ensures correct rules and regulations are put in place
5	leader of the opposition	e	is in charge of the biggest political party not in power
6	civil servant	f	is the leader of a group which governs a town or city

2 ***Mis-*** **is a common prefix which indicates something has been done wrongly or badly. Add *mis-* to the verbs in the box and use them to complete the sentences below.**

understand	manage	interpret	trust	
judge	inform	calculate	diagnose	lead

1 A person deliberately telling someone something incorrect might *mis*_____ them.
2 A doctor might *mis*_____ a disorder.
3 A government might *mis*_____ the economy.
4 Someone trying to work out what something means might *mis*_____ or *mis*_____ it.
5 Someone trying to make you believe something that is untrue will *mis*_____ you.
6 Someone adding up figures might *mis*_____.
7 Someone who forms the wrong opinion of people will *mis*_____ them.
8 Someone who has experience of corruption might *mis*_____ your intentions.

Error warning

The word *government* is one of the most commonly misspelt words by IELTS candidates. To help you remember, divide it into two separate parts: *govern* + *ment*. Try to remember that it is the *government*'s job to *govern* the country.

3.1 **Make as many expressions as you can using a word from each of the three circles. There are several different possible combinations.**

feel take have lose be	blame entitled control responsible charge responsibility	over of to for

feel to blame for

3.2 **Complete the sentences using the words in brackets. You may need to add verbs or prepositions.**

1 We _____ what private businesses pay their staff. (no, control [n])
2 The culture department _____ the running of museums. (be, responsible)
3 I think the mayor has _____ the council. (lose, control)
4 Politicians should always _____ their emotions. (be, control [n])
5 Public spending is totally _____. (out, control [n])
6 The state _____ to provide healthcare. (have, responsibility)
7 We need to find out who _____ the crisis. (be, blame)
8 The government needs to _____ the current problems. (take, charge)
9 In some countries, you _____ free medical care. (be, entitled)
10 The party leader _____ their election defeat. (take, blame)

Society

4.1 Read the passage and complete the notes below using *NO MORE THAN TWO WORDS* from the passage.

A welfare state is a taxation system which allows the state to provide for the economic and social well-being of its citizens. It is based on the notion of equal opportunities for all, equitable distribution of wealth, and public responsibility for those unable to meet their own needs. The general term may cover a variety of forms of assistance but principally involves the payment of some form of pension. There are two main interpretations of the idea of a welfare state. One is a model in which the state assumes primary responsibility for the welfare of its citizens and in which all aspects of welfare are considered to be the right of every citizen. Alternatively, a welfare state can refer to the creation of a safety net to provide social services such as free childcare.

The existence of pensions can be traced back as far as the Roman Empire, when soldiers were provided with a pension on retiring from military service. The modern welfare system in the UK developed during the late 19th and 20th century and includes the provision of both cash welfare benefits (such as an old-age pension or unemployment benefit) and welfare services not involving money (such as healthcare). Through these provisions, a welfare state can empower its citizens and directly affect their well-being and personal autonomy. Welfare systems began to develop intensively at the end of the Second World War, when non-government organisations (e.g. charities) became important providers of social services.

Vocabulary note

Some common collocations with *social* and *society* are:

social services, social worker, social mobility, modern society, civil society, consumer society.

Welfare state

Definition: *the government* gives financial support and takes responsibility for the [1]_____ of the *people who live in that country*

Basis: *the belief* that:

- everyone should have *the same* [2]_____
- society should help *people who can't take care of themselves*
- everyone is entitled to financial help
- welfare can create a [3]_____ through the provision of social services and help for those in need

Forms of welfare:

1) **Financial**
- People *mainly* receive a type of [4]_____
- Two examples of monetary entitlements are [5]_____ and [6]_____

2) **Non-financial**
- The government provides services, e.g. [7]_____ and [8]_____

Historical background:
- The Roman Empire gave a form of welfare payment to those who completed [9]_____
- After the Second World War, some [10]_____ were taken care of by charitable organisations

4.2 PARAPHRASE Now find words and phrases in the first paragraph of the passage with a similar meaning to the words in italics in the notes.

Test practice

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***All education and healthcare should be funded by the government and free for everyone.***
>
> ***To what extent do you agree or disagree with this opinion?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Plan your answer here:

Test tip

The most common mistakes of candidates who achieved Band Score 6 are: missing out *the, a, an, their, it's*; and misspelling *their, government, environment, which, until, believe, nowadays*. If you want to achieve higher than Band Score 6, when you have finished your essay, check to make sure you have not made careless mistakes like these.

9 Natural history

Animals, conservation

Animals

1.1 **Look at the following questions and decide how you would answer them.**

1 Do people in your country keep animals in their home? (Why? / Why not?)
2 Do you think the way farm animals are kept is acceptable?
3 Do you think we do enough to protect wild animals? (What type of things should we do?)
4 Should animals be used in scientific experiments?





1.2 ▶18 **Listen to three speakers and decide which question in 1.1 each of them is answering. Is their attitude negative or neutral?**

Speaker	Question	Attitude
1		
2		
3		

1.3 ▶18 **Listen again and note the adjectives in the box that you hear.**

appalling cruel distressing dreadful horrifying hypocritical impartial irresponsible objective outrageous upsetting

1.4 **The adjectives in the box are all negative except two. Which are they?**

1.5 **Match the beginnings of these answers (a–f) with the endings (1–6).**

a I think animals that are used in
b I believe animal testing
c I think it's common knowledge that
d Not really. We should make sure people
e Well, it is difficult to
f Yes, they do. Pets

1 are kept well away from areas where endangered animals live and that their habitat is protected.
2 argue against using animals in cancer research, but I object to animal testing for cosmetics.
3 are very popular and almost every household has a cat, dog or hamster.
4 is perfectly acceptable because medical research is more important than animal welfare.
5 agriculture should have a good quality of life and a painless death.
6 intensively reared livestock suffer horribly because of their cramped living conditions.

1.6 **Now match the answers with the questions in 1.1. Then answer the questions in your own words.**

2.1 **Cross out the odd one out in each of the following lists. Give a reason for your answer.**

1 wasp ant cockroach ~~deer~~
the others are all insects

2 hive flock nest den

3 butterfly snail crab turtle

4 bear reindeer rhinoceros goat

5 cat tiger dog horse

6 fur scales feathers trunk

7 swarm herd pack burrow colony school

8 wasp fly bee scorpion mosquito

9 zebra giraffe tiger bee

10 emu ostrich penguin eagle

2.2 **Match the descriptions (1–7) with the animals (a–g).**

1 a domestic pack animal
2 a venomous arachnid
3 an aquatic invertebrate
4 a nocturnal, hibernating mammal
5 a flightless, nesting bird
6 a parasitic insect
7 a critically endangered primate

a penguin
b bat
c tarantula
d gorilla
e jellyfish
f mosquito
g llama

3.1 **Read the passage about the pygmy shrew and choose up to ten words to look up in a dictionary.**

Having evolved 45 million years ago and remaining virtually unchanged in North America for at least ten million years, shrews are some of the world's most ancient and widespread mammals. Their speed of life defies imagination – they have the fastest heartbeat (1,200 per minute) and shortest lifespans (11 to 13 months) of any mammal. They don't sleep for more than a few minutes at a time and never hibernate. Instead, their brief life is spent foraging. To stay alive, the pygmy shrew has to eat three times its body weight daily, which means capturing a prey every 15 to 30 minutes, day and night. In northern Montana, shrews manage to maintain their metabolism even in winter by building an extensive system of tunnels under the snow. Yet, at northern latitudes, they are unusually vulnerable to accelerated global warming: with their high-speed metabolism, they cannot survive exposure to temperatures higher than 77 degrees Fahrenheit (25°C). The shrew's Achilles' heel is its dependence on a habitat most affected by global climate change and interference from humans – in order to thrive, they require cool, dark coniferous bogs with dense understory, standing water and an abundance of decaying mossy logs.

Test tip

To help you prepare for the Reading test, try not to look up every word in a dictionary when you are reading a passage. Limit yourself to only ten words and try to work out the meaning of any other words from the context.

3.2 **Are the following sentences *TRUE OR FALSE*? Use words from the passage to explain your answers.**

1 Today's shrews are very different to those of ten million years ago.
2 Shrews are found within a limited area.
3 Shrews sleep through most of the winter.
4 Shrews spend most of their life looking for food.
5 Shrews construct a home underground to help shelter them from the cold.
6 Shrews are too small to be affected by global warming.
7 The ideal living conditions for the shrew are dry and warm.
8 Shrews are likely to be negatively affected by logging.

Vocabulary note

Nature refers to all the things in the world that were not created by people: *I love wildlife and anything to do with* ***nature***. NOT ~~*the nature*~~

The countryside = areas of land where there are no houses or cities: *We took a lovely walk in* ***the countryside***.

Landscape = the appearance (or view) of the countryside: *The* ***landscape*** *was dotted with tents and caravans.*

Area = a more general term for a place, piece of land or country: *Too many tourists are visiting this* ***area***. (NOT *are visiting this* ~~*landscape*~~)

Conservation

4.1 **Read the following passage as fast as you can. Highlight or underline the possible threats to animals caused by humans. Can you think of any more?**

Extinction is part of evolution. It was the *demise* of the dinosaurs that let mammals *flourish*, and humans *emerge*. But with an estimated 130 species disappearing each day, the world is on the *brink* of another mass extinction that could *rival* the one that saw the dinosaurs disappear. Environmentalists warn that the record rate of extinction due to human activity is putting the natural systems necessary for our survival *at risk*. Threats such as habitat loss, overexploitation, pollution, invasive non-native species, disease and climate change are on the rise. 'There is a high risk of dramatic biodiversity loss and accompanying *degradation* of a broad range of ecosystem services if the Earth's system is pushed beyond a certain *threshold*.' These 'ecosystem services' include the most basic human needs: food, fuel, clean water, materials and medicines. It might be said that there is not one aspect of our lives that doesn't require other species.

4.2 PARAPHRASE **Match the words in italics in the passage in 4.1 with the words in the box with a similar meaning.**

ruin | in danger | thrive | verge | level | match | appear | death

4.3 **Complete the sentences below with the correct form of the words in the box.**

damage | risk | devastation | harm

1 The oil spill caused a great deal of _____ to seabirds.
2 The spider's bite is painful, but it is _____ to humans.
3 Heavy rains and _____ winds caused several trees to fall.
4 Farms were attacked by a swarm of locusts that _____ crops in the area.
5 The introduction of foxes to this area put many native species at _____ of extinction.
6 Pesticides may help control pests but they are also _____ to local wildlife.

Vocabulary note

We use *harm* for things or people but we use *damage* only for things: *Luckily no one was* ***harmed*** *in the accident, which* ***damaged*** *two buildings.*

Reading

*You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.*

Swarm theory

I used to think that ants knew what they were doing. The ones marching across my kitchen bench looked so confident that I figured they had a plan, knew where they were going and what needed to be done. How else could ants organise highways, build elaborate nests, stage epic raids and do all of the other things ants do? But it turns out I was wrong. Ants aren't clever little engineers, architects or warriors after all – at least not as individuals. When it comes to deciding what to do next, most ants don't have a clue. 'If you watch an ant trying to accomplish something, you'll be impressed by how inept it is,' says Deborah M Gordon, a biologist at Stanford University. How do we explain, then, the success of Earth's 12,000 or so known ant species? They must have learned something in 140 million years.

'Ants aren't smart,' Gordon says. 'Ant colonies are.' A colony can solve problems unthinkable to individual ants, such as finding the shortest path to the best food source, allocating workers to different tasks, or defending territory from neighbours. As individuals, ants might be tiny dummies, but as colonies they respond quickly and effectively to their environment. They do this with something called swarm intelligence. Where this intelligence comes from raises a fundamental question in nature: how do the simple actions of individuals add up to the complex behaviour of a group? How do hundreds of honeybees make a critical decision about their hive if many of them disagree? What enables a school of herring to coordinate its movements so precisely it can change direction in a flash, like a single organism? One key to an ant colony is that no one's in charge. No generals command ant warriors. No managers boss ant workers. The queen plays no role except to lay eggs. Even with half a million ants, a colony functions just fine with no management at all – at least none that we would recognise. It relies instead upon countless interactions between individual ants, each of which is following simple rules of thumb. Scientists describe such a system as 'self-organising'.

Consider the problem of job allocation. In the Arizona desert, where Deborah Gordon studies red harvester ants, a colony calculates each morning how many workers to send out foraging for food. The number can change, depending on conditions. Have foragers recently discovered a bonanza of tasty seeds? More ants may be needed to haul the bounty home. Was the nest damaged by a storm last night? Additional maintenance workers may be held back to make repairs. An ant might be a nest worker one day, a trash collector the next. But how does a colony make such adjustments if no one's in charge? Gordon has a theory.

Ants communicate by touch and smell. When one ant bumps into another, it sniffs with its antennae to find out if the other belongs to the same nest and where it has been working. (Ants that work outside the nest smell different to those that stay inside.) Before they leave the nest each day, foragers normally wait for early morning patrollers to return. As patrollers enter the nest, they touch antennae briefly with foragers. 'When a forager has contact with a patroller, it's a stimulus for the forager to go out,' Gordon says. 'But the forager needs several contacts more than ten seconds apart before it will go out.' To see how this works, Gordon and her team captured patroller ants as they left a nest one morning. After waiting half an hour, they simulated the ants' return by dropping glass beads into the nest entrance at regular intervals – some coated with patroller scent, some with maintenance worker scent, some with no scent. Only the beads coated with patroller scent stimulated foragers to leave the nest. Their conclusion: foragers use the rate of their encounters with patrollers to tell if it's safe to go out. (If you bump into patrollers at the right rate, it's time to go foraging. If not, it's better to wait. It might be too windy, or there might be a hungry lizard out there.) Once the ants start foraging and bringing back food, other ants join the effort, depending on the rate at which they encounter returning foragers. 'So nobody's deciding whether it's a good day to forage. The collective is, but no particular ant is.' That's how swarm intelligence works: simple creatures following simple rules, each one acting on local information.

When it comes to swarm intelligence, ants aren't the only insects with something useful to teach us. Thomas Seeley, a biologist at Cornell University, has been looking into the uncanny ability of honeybees to make good decisions. With as many as 50,000 workers in a single hive, honeybees have evolved ways to work through individual differences of opinion to do what's best for the colony. Seeley and others have been studying colonies of honeybees to see how they choose a new home. To find out, Seeley's team applied paint dots and tiny plastic tags to all 4,000 bees in each of several swarms that they ferried to Appledore Island. There, they released each swarm to locate nest boxes they had placed on one side of the island. In one test, they put out five nest boxes. Scout bees soon appeared at all five boxes. When they returned to the swarm, each performed a dance urging other scouts to go and have a look. These dances include a code to give directions to a box's location. The strength of each dance reflected the scout's enthusiasm for the site. After a while, a small cloud of bees was buzzing around each box. As soon as the number of scouts visible near the entrance to a box reached about 15, the bees at that box sensed that a decision had been reached and returned to the swarm with the news. The bees' rules for decision-making – seek a diversity of opinions, encourage a free competition among ideas, and use effective mechanisms to narrow choices – so impressed Seeley that he now uses them at Cornell in his role as chairman of his department.

Questions 1–5

*Choose the correct letter **A, B, C** or **D**.*

1 In the first paragraph, what does the writer conclude about ants?

- **A** They are invasive pests in the home.
- **B** They can achieve great things working alone.
- **C** They form social groups that are similar to human ones.
- **D** They are less impressive as individuals than she thought.

2 According to the second paragraph, what is the 'fundamental question' in nature?

- **A** How do large groups of animals appoint a leader?
- **B** How do large groups of animals reach an agreement?
- **C** Do different species of animals use similar behaviour?
- **D** Why are small insects better organised than larger mammals?

3 What is the focus of Deborah Gordon's research?

- **A** The effects of bad weather on ant colonies.
- **B** The number of ants required to maintain the nest.
- **C** The methods ants use to assign different jobs.
- **D** The role of the queen ant in organising the colony.

4 In the fourth paragraph, what are we told about forager and patroller ants?

- **A** A colony needs more forager ants than patroller ants.
- **B** Patrollers' movements determine what foragers will do.
- **C** Patrollers are the first ants to bring food back to the nest.
- **D** Foragers spend more time out of the nest than patroller ants.

5 In an experiment, Deborah Gordon's team

A mimicked patroller ants returning to the nest.
B left a trail of food for patroller ants to follow.
C followed patroller ants to see where they went to.
D changed the scent of patroller ants to that of forager ants.

Questions 6–9

Complete the following sentences using ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** *from the passage.*

6 Approximately different types of ant have been identified.

7 Ants use their to identify another ant.

8 A is one animal that preys on ants.

9 Ant colonies use to reach a decision.

Questions 10–13

Complete the summary using the list of words, ***A–G****, below.*

Appledore Island honeybee study

First, the scientists **10** each of the bees involved in their experiment. Next the bees were **11** The scientists placed several nest boxes in an area away from the bees. Scout bees inspected the nest boxes and **12** to other bees where the boxes were. They chose their nest box once enough bees had **13** there.

A	attracted	**B**	found	**C**	gathered	**D**	located
E	signalled	**F**	marked	**G**	relocated		

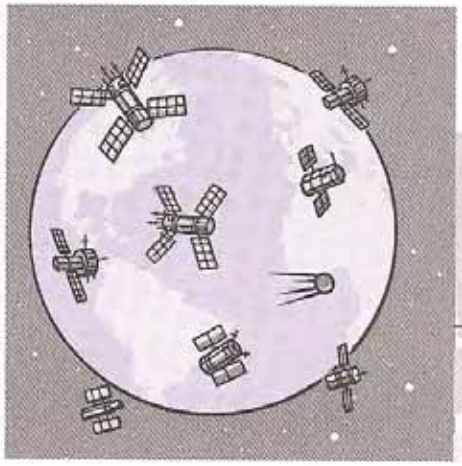
Test tip

Summary completion items with a box of answers will usually feature paraphrase, not words from the passage. Before you start, use the heading to locate the part of the passage which is being summarised.

10 Rocket science

Space, physics

Space





1.1 **Read the following opinions. Do you agree with them? For each one, reply with your own opinion. Use the phrases on the right to begin your replies.**

Space doesn't concern me. There are too many problems here on earth.

I'm fascinated by the idea of life on another planet.

If I had the chance, I would definitely go into space.

They should stop spending such enormous amounts of money on space exploration. It's totally unjustified.

I find the very idea of outer space pretty scary.

- I couldn't agree more, ...
- I wouldn't say that ...
- I can't say I've thought much about it ...
- Absolutely, I'm pretty curious about ...
- I don't agree with that ...
- No, I would never consider ...
- I disagree, I imagine it would be ...
- Well, I seriously doubt that ...
- Yes, me too. I think ...
- Well, I suppose ...
- Really? I must admit I'm not the least bit ...

1.2 **Use a dictionary to check the meaning of any of the words in the box that you don't know. Then answer the questions below and use the words in the box to help you expand your ideas.**

communications satellites space debris unmanned spacecraft weightlessness
moon landings public investment space technologies space tourism military applications

1 Why are children so interested in outer space?
2 What are the benefits of space exploration?
3 Would you like to go into space on holiday? (Why? / Why not?)
4 Is it important for countries to have a space programme? (Why? / Why not?)
5 Should government funding for space missions be spent on other things? (Why? / Why not?)

2 **Use a dictionary to check the meaning of any of the words in the box that you don't know. Then complete the passage with the correct words.**

planets	impact	debris	eclipse	surface	moons	spins
gravity	sustain	climatic	penetrate	rotational		

You might witness it once, or if you're particularly lucky or very long-lived, perhaps twice. But a total solar [1]_____ is worth the wait. At the height of totality, the fit of the sun and the moon is so perfect that beads of sunlight can only just [2]_____ the rugged valleys on the lunar [3]_____, creating the stunning 'diamond ring' effect. It's all thanks to a striking coincidence. The sun is about 400 times as wide as the moon but it is also 400 times further away. The two therefore look the same size in the sky – a unique situation among our solar system's eight [4]_____ and 188 known [5]_____. Earth is also the only known planet to [6]_____ life. Our moon is different, but how did it form? Planetary scientists believe that, in the first 100 million years of our solar system, a Mars-sized object smashed into Earth. The [7]_____ radically changed our planet, expelling a huge amount of [8]_____ that eventually congealed into our oversized moon. Such a big moon is a big boon for life on Earth. As Earth [9]_____ on its own axis, it has a natural tendency to wobble, owing to the varying pull from other bodies such as the sun. The unseen hand of the moon's [10]_____ gently reduces that wobble, preventing [11]_____ instabilities which would otherwise have caused dramatic changes in Earth's [12]_____ zones over time. Such instabilities would have made it much trickier for life to get started on our planet.

! Error warning

Earth is the name of our planet so it has a capital letter: *It would be amazing to look down on Earth from space.* (NOT *look down on ~~earth~~...*)

Be careful with the spelling of *satellite* and *exploration*.

3.1 **Do the adjectives in the box mean a *big* or *small* amount or size?**

vast	imperceptible	astronomical	enormous	minuscule	infinitesimal
immense	immeasurable	colossal	microscopic	minute	

3.2 **Do the adjectives in this box refer to a *long* or *short* time?**

brief	fleeting	prolonged	sustained	transient	protracted
lengthy	momentary	enduring	lasting	instant	

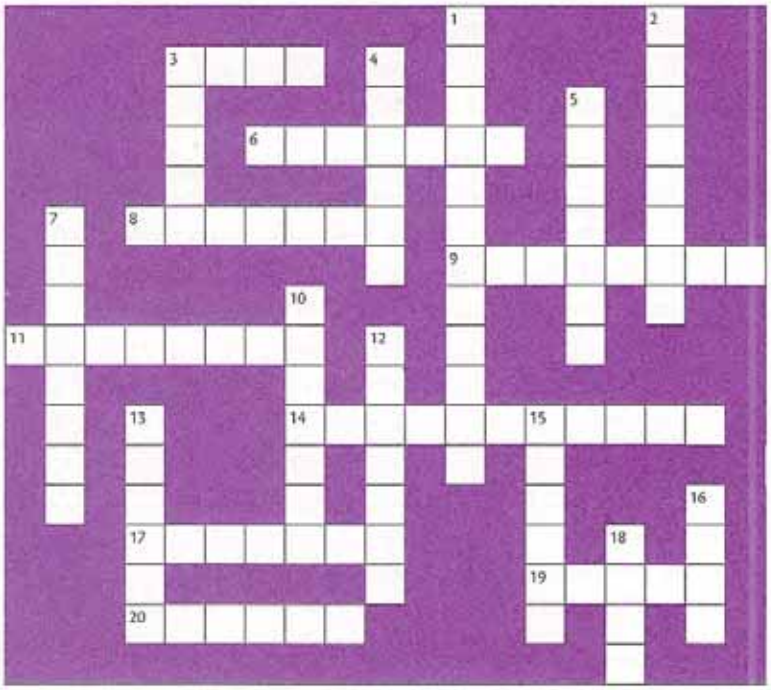
3.3 COLLOCATION **Now choose the correct adjective to complete the sentences.**

1 The shooting star was only visible for a very *transient / brief* period before it disappeared.
2 Space programmes require *vast / imperceptible* sums of money.
3 It is made up of *microscopic / immense* particles that are invisible to the naked eye.
4 Space exploration, with its rockets and robots, has an *enduring / protracted* appeal for children.
5 There was a *lengthy / lasting* investigation into the failure of the launch system.
6 The surface of the planet is covered in *colossal / astronomical* volcanoes, much larger than any on Earth.
7 The camera shows the planet's rings in *fleeting / minute* detail.
8 We've had two years of *sustained / prolonged* growth in science funding.

Physics

4 **The words in the box are used to talk about scientific processes. Use a dictionary to check the meaning of each word and then complete the crossword. You may need to change the form of the words.**

absorb	activate	attract	boil	burst
collide	condense	dilute	dissolve	evaporate
expand	explode	gravity	magnet	melt
pierce	reflect	release	repel	solid spin



Across

3 When water reaches 100°C, it starts to _____.

6 bombs do this

8 A negative charge will _____ a positive one.

9 to become solid

11 Sugar will _____ when placed in a hot liquid.

14 the process that causes a puddle to dry up

17 We use a mirror to _____ something.

19 the opposite of 8 across

20 to become larger

Down

1 the process that causes a vapour to change to a liquid

2 able to attract iron or steel

3 to suddenly break open

4 to make a substance weaker by adding water

5 to crash into

7 to cause something to start

10 to emit or let out

12 the force that makes things fall to the ground

13 to make a hole in something with a sharp object

15 A sponge will _____ a liquid.

16 when a solid becomes a liquid

18 to rotate or revolve quickly

5.1 19 PRONUNCIATION **The following words all end in the weak sound /ʒən/ or /ʃən/. Listen to the recording and decide whether the words end in /ʒən/ or /ʃən/.**

collision	propulsion	rotation
evaporation	erosion	attraction
condensation	penetration	illusion
persuasion	navigation	reflection
dimension	situation	magnification
explosion	corrosion	division

5.2 **Practise saying the words, paying particular attention to the endings.**

Test practice

Listening Section 4

20

Questions 1–10

Complete the table below.

Write ***NO MORE THAN TWO WORDS*** *for each answer.*

Teaching physics			
Experiment	**Equipment and method**	**Results**	**Real world application**
Brazil nut effect	• put a marble and some **1** in a jar and shake	• students assume the marble will **2**, but the opposite is true	making sure **3** made of powders are accurately mixed
Unpoppable balloon	• a balloon, a pin and some **4** • pierce the balloon with the pin	• students believe balloons make a loud noise when the air is **5** • there is no loud bang	checking how **6** a material is
Arm **7**	• a swivel chair and hand weights • students hold the weights and spin on the chair • they use the weights to control their **8**	• students can **9** by making themselves narrower	can be seen in **10**

Test tip

For table completion items, make sure you read the heading of each column so you know what information to listen for, and use the other information in each row to help follow the talk.

Test two (Units 6–10)

1 People who worked in the industry were not generally well respected in society.
A advertising B advertisement C commercial D advert

2 There are some really large along the motorway as you come into town.
A flyers B billboards C banner ads D brochures

3 Marketing people hope to more customers by offering free samples.
A appeal B tempt C pressurise D endure

4 The queue at the checkout was really long, which was annoying because I only had one
A articles B goods C stuff D item

5 The salesman managed to me to buy a new printer as well as a computer.
A control B urge C persuade D make

6 While backpacking in a quiet, traditional region, I came across the seemingly fast food ads typical of my hometown.
A invasive B infuriating C irritating D ubiquitous

7 is a real problem on the island as there are no buses or cars allowed.
A Transports B Traffic C Transport D Trip

8 Ecotourism has been shown to have a negative on the environment.
A affect B effect C effective D influencing

9 The behaviour of can cause many problems for local inhabitants.
A tourists B tourist C tourism D touristic

10 The hotel was located in a very area of the country with no neighbours for miles.
A away B far C remote D long

11 The building was designed by renowned architect, Frank Lloyd Wright.
A world B international C global D famous

12 The new resort was designed to be as friendly as possible.
A environmentally B environment C enviromentally D environmental

13 The has agreed to review the new tax system.
A political system B government C finance D community

14 The local imposed a new tax on vehicles travelling in the city in the rush hour.
A president B prime minister C counsel D council

15 We live in a society where shopping is all-important.
A customer B consumer C consumption D civil

16 The policy was perceived to be a deliberate attempt to the public.
A miscalculate B mislead C mistrust D misdiagnose

17 People often try to blame others their problems.
A by B for C of D with

18 Every country needs to have clear foreign
A parties B politics C policies D political

19 I think to animals is terrible. They should be treated with respect.
A cruelty B cruel C rights D right

20 There are ants everywhere. There must be a under the floor.
A hive B burrow C nest D den

21 I enjoy taking photographs of the whenever I manage to escape the city.
A country B land C landscape D nature

22 A of cattle walked slowly towards the farmhouse.
A colony B herd C hive D swarm

23 Increased logging caused many species in the area to be
A endanger B threaten C risky D vulnerable

24 The ideal for bees is a hole in a tree that is not too close to the ground.
A habitat B habitable C habitation D inhabitant

25 The aurora borealis is a spectacular though light display caused by millions of explosions.
A transient B imperceptible C microscopic D colossal

26 can be a health problem for people working for long periods in space.
A Lightness B Heaviness C Weightlessness D Lightweight

27 The two galaxies underwent a crash lasting two billion years.
A protracted B fleeting C transient D instant

28 Scientists believe that dinosaurs became extinct when a meteor with Earth.
A collision B collided C impact D impulse

29 A balloon can easily if it hits a sharp object.
A absorb B activate C burst D boil

30 We added water to the mixture because it was too strong.
A dilute B dissolve C evaporate D expand

11 Progress

Technology, design

Technology



1.1 **Choose one or more of the adjectives in the boxes to complete the sentences about mobile phones.**

essential annoying convenient unsafe fun invasive

I think mobile phones are ...

connected safe unhealthy harassed lonely anxious

My mobile phone makes me feel ...

1.2 **Think of three things you use every day which are dependent on technology. Why are they important?**

2.1 **Read the passage and note the six advantages and one disadvantage of technological advances.**

Advances in technology have done much to change the way we live and communicate, but no breakthrough revolutionised life as much as the advent of wireless technology, according to a panel of experts assembled by CNN in 2010. Back in 1980, when it came to communication technology, telephones were stuck to walls, facts were found in books, and people had to browse shelves in a record store if they wanted to buy the latest music. However, developments that occurred at the start of the twenty-first century meant we could access all that information just by reaching into our pockets for our mobile phone. From the very beginning of the Information Age, having immediate access to data was fundamental to progress. In some cases, technological advances served to overhaul industries at a lightning-fast pace. For example, the internet helped tech-savvy music lovers to force changes in the way the music industry did business, while text messaging over cellphones made written communication more immediate.

We embraced information technology to such an extent that having computer access in our homes was not quite enough. We wanted to use these tools everywhere. Wireless hot spots popped up in cafés, airports, universities – even whole city blocks. And just as computer use worldwide exploded, the brains behind them – the processors – became increasingly smaller. A computer chip that you could balance on your fingertip could hold massive amounts of data. This ability to store tons of information in cellphones or digital cameras allowed us to keep computer technology portable. The entertainment industry harnessed satellite technology to give consumers more choice, and video game technology developed to the point where it became a $10 billion a year industry, producing games that invite players into a virtual world of fantasy, sport and even war.

However, there was a downside. This cutting-edge, more sophisticated technology brought with it a whole new set of problems. When the Information Age dawned, the World Wide Web seemed like a paradise. However, within a relatively short space of time, we were mired in problems caused by things like online scams and viruses – traps aimed at crashing our computers and even stealing our identity.

2.2 **Answer the following questions with *NO MORE THAN THREE WORDS* from the passage.**

1 What term refers to the era we live in now?
2 What is the name for areas where anyone can access the internet?
3 What adjective describes a game experience that is close to real?
4 Name one hazard associated with the internet.

2.3 COLLOCATION **Highlight or underline each occurrence of the word *technology* in the passage and note the words used with it.**

3.1 **Complete the disadvantages column of the table below about the internet with the words and phrases in the box. Then try to think of possible solutions.**

internet addiction illegal downloads internet fraud
health problems ~~cyberbullying~~ information overload

	Advantage	Disadvantage/s	Possible solution/s
1	less isolation; easier to make friends	cyberbullying	take care when giving out personal information
2	researching a subject is a lot easier		
3	shopping or banking online		
4	provides hours of entertainment	1 _____ 2 _____	
5	you can access music more easily and get the songs you like		

3.2 **Now write sentences about the advantages and disadvantages of the internet, and possible solutions.**

Error warning

Be careful with prepositions used with *the internet* and *computer*:

I found it **on the internet**. (NOT ~~*in the internet*~~)

Why don't you look it **up on the computer**? (NOT ~~*in the computer*~~)

Test tip

For Writing Task 2, you need to plan your answer to make sure that your ideas are 1) logical, 2) relevant and 3) well organised. You can begin by making a list of the points you would like to include and then organise the ideas that are similar or contrasting.

Design

4.1 **Cross out the odd one out in each of the following lists. Give a reason for your answer.**

1 brick steel metal plastic timber ~~plumber~~ all of the others are materials
2 brick stone foam rock marble _____
3 timber log plank cable _____
4 plastic cotton polyester concrete _____
5 cloth thread fibre fabric dye _____
6 demolish design innovate invent _____
7 turn revolve spin strike rotate _____
8 tower pillar support prop _____

4.2 COLLOCATION **Match the verbs in box A with the nouns in box B. There may be more than one possible answer.**

A

push	pull	turn	hit	drill	hammer
dig	pour	light	operate	press	

B

a dial	a hole	a machine	liquid	a button	
a fire	a lever	a nail	a screw	a wheel	a tap

4.3 **Which of the verbs are also objects in the home?**

5.1 ▶21 **You will hear a talk about Leonardo da Vinci. Listen and complete the notes below with *NO MORE THAN ONE WORD* for each answer.**

Test tip

For questions where you need to write a word or words, they will appear in the text in exactly the same form – you do not need to change them. The words in the question will usually be synonyms of the information in the text.

Introduction

- he was an artist, scientist, engineer and inventor
- his inventions could not be built in his day due to *expense* and a lack of the necessary [1]_____
- examples of his *futuristic* inventions: the helicopter, *obtaining energy from the sun*, the [2]_____

His legacy

- he kept journals containing his notes and [3]_____
- he *built* [4]_____ to show how a technique would work (e.g. the use of a [5]_____ to make movement from one area to another possible)

Mechanics

- he *showed* how *heavy* weights can be lifted and how a [6]_____ could be used in deep water

Inventions

- he worked in *a time* before [7]_____ so *we do not know* how many of his inventions *were made and used*
- some of his inventions are still used today: a type of [8]_____, a wire testing machine and [9]_____

War machines

- if made, Leonardo's tank could have *moved in a circle* but would not have *moved* [10]_____

5.2 ▶21 PARAPHRASE **Now listen again and note the words and phrases with a similar meaning to the words in italics in the notes. You may need to listen several times and/or read recording script 21 at the back of the book.**

6.1 ▶22 PRONUNCIATION **Underline the syllable with the main stress in these words. Then listen to check, and practise saying the words.**

technology	communication	downloads
technological	information	entertainment
advances	overload	wireless

6.2 ▶23 **Now listen to these phrases. Practise saying them, paying attention to the stress.**

communication technology	information overload	entertainment industry
technological advances	illegal downloads	wireless connection

Test practice

Reading

*You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.*

The greatest experiment of all time

The digital traces we leave are transforming our understanding of human behaviour.

A Every move you make, every twitter feed you update, somebody is watching you. You may not think twice about it, but if you use a social networking site, a cellphone or the internet regularly, you are leaving behind a clear digital trail that describes your behaviour, travel patterns, and likes and dislikes, divulges who your friends are, and reveals your mood and your opinions. In short, it tells the world an awful lot about you. Now, as any researcher will tell you, good data is gold dust. Its absence leaves theories in the realm of speculation, and worse, poor data can lead you down a blind alley. Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens and culminating in massive modern-day experiments like the Large Hadron Collider in Switzerland. Biology was next, with genome sequencing throwing up so much data that genetics has turned partly into an information science. Now the study of human behaviour is heading the same way.

B Social scientists have long had to rely on crude questionnaires or interviews to gather data to test their theories, methods marred by reporting bias and small survey sizes. For decades, the field has been looked down upon as some poor cousin to the hard sciences. The digital age is changing all that. Thanks to social networking sites, practically overnight the study of human behaviour and social interactions has switched from having virtually no hard data to drowning in the stuff. As a result, an entirely different approach to social sciences has emerged, and it is becoming possible to tackle fundamental problems previous generations thought largely untouchable. 'Sociologists have been hunting for laws about human interactions and social networks for decades,' says Duncan Watts of Yahoo Research in New York, 'but the far-reaching implications of their theories have been effectively impossible to test. The measurement technology simply didn't exist. That's changing.'

C Watts was among the first to realise the potential of the digital trail we leave behind. In 2006, with his colleague Matthew Salganik, now at Princeton University, he designed a web-based experiment to examine how much social influence determines the popularity of music. To examine what made one song more successful than others, Watts and Salganik created a project called Music Lab. It featured a website where more than 14,000 people listened to any of 48 songs by relatively unknown bands, rated them and downloaded them if they wanted. These options provided a measure of quality (the average rating given) and popularity (the number of downloads). Critically, the duo were also able to control whether listeners could see how many times other people had downloaded any particular song or instead had to rely on their own judgment. In this way, they could effectively compare outcomes with the power of social influence turned on or off. The results strongly support the idea that human influence has a huge effect in making some songs more popular than others.

D These kinds of experiments are making routine the types of experimental studies which were once thought impossible, says Salganik. 'With the vast increase in computing power and the almost limitless pool of participants now available via the internet, we can conduct laboratory-style experiments involving thousands, or even millions, of participants,' he says. Indeed, Jukka-Pekka Onnela and Felix Reed-Tsochas at the University of Oxford's Saïd Business School are now using a leading social networking site and its 400-million-plus users as a living laboratory to examine how ideas and behaviours spread through human groups. Watt and Salganik showed that when it comes to music preference, we behave like sheep. Onnela and Reed-Tsochas realised that analogous changes take place on sites where people share their profiles with online friends.

Site users can choose to install applications – software components that personalise their profile page. If one person adopts an application, their friends are automatically notified. Users also have access to a list of popular applications, akin to a bestsellers list. The data stored on the site makes it possible to analyse the growth in popularity of individual applications in unprecedented detail. Onnela and Reed-Tsochas analysed the popularity of several thousand applications in 2007 and then studied how users adopted them over time. They point out that their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods.

E The ocean of digital information about us isn't limited to likes and dislikes or opinions. Though it's still controversial, and difficult to get hold of, some teams are accessing much more in the way of personal details. For example, Barabási and his colleagues at Northeastern University used cellphone data to analyse human movements. Detailed data on such a scale now available never existed before cellphones became commonplace. Now millions of people carry a de facto tracking device with them all day that automatically logs their every move. However, as with some developments in physics and biology, the social data explosion also brings with it new risks, says Barabási. 'Anyone involved in this kind of research increasingly faces a dilemma – how do we avoid contributing to the creation of a surveillance state?'

F Such worries are, perhaps, another sign that social science is finally coming of age. Just as the discovery of nuclear fission raised moral dilemmas for physicists, and genetic modification is now doing for biologists, so the ability to predict human behaviour is presenting new quandaries for social scientists. As ever, with great power comes great responsibility.

Questions 1–6

The Reading Passage has six paragraphs, **A–F**. Which paragraphs contain the following information?

*Write the correct letter, **A–F**, next to questions 1–6 below.*

1 the problems associated with research procedures traditionally used by social scientists

2 a way of making your social networking site look different to everyone else's

3 the unintended application of one common digital device

4 a list of the types of information our use of digital devices can reveal

5 a reference to the first scientific tool to produce valuable data

6 a reference to a problem shared by social scientists and those of other disciplines

Questions 7–10

Look at the following statements and the list of people below.

Match each statement with the correct person, ***A–D****.*

Write the correct letter, ***A–D****, next to questions 7–10.*

7 The Digital Age gives us an opportunity to test out theories on a previously unheard of scale.

8 In the past, researchers were unable to conclusively prove their theories.

9 This new approach may threaten our privacy.

10 Our research allowed us to confirm the findings obtained through a traditional research technique.

List of people

A Watts
B Salganik
C Barabási
D Onnela and Reed-Tsochas

Question 11

Choose the correct answer ***A, B, C*** *or* ***D****.*

11 In the first paragraph, the writer refers to physics and biology in order to

A compare the advances in digital data with important discoveries in those fields.
B compare two very different sciences that use digital data.
C show that other sciences are taken more seriously than social sciences.
D suggest that social sciences use techniques from other fields.

Questions 12 and 13

Which TWO of the following is true of the music experiment carried out by Watts and Salganik?

Choose the correct letters ***A, B, C, D*** *or* ***E****.*

A Participants purchased music from a particular website.
B Some participants were not shown information about music downloads.
C Participants completed a survey at the end of the experiment.
D Participants were asked to judge the musical standard of the songs they listened to.
E Some participants were asked to convince other people to join the experiment.

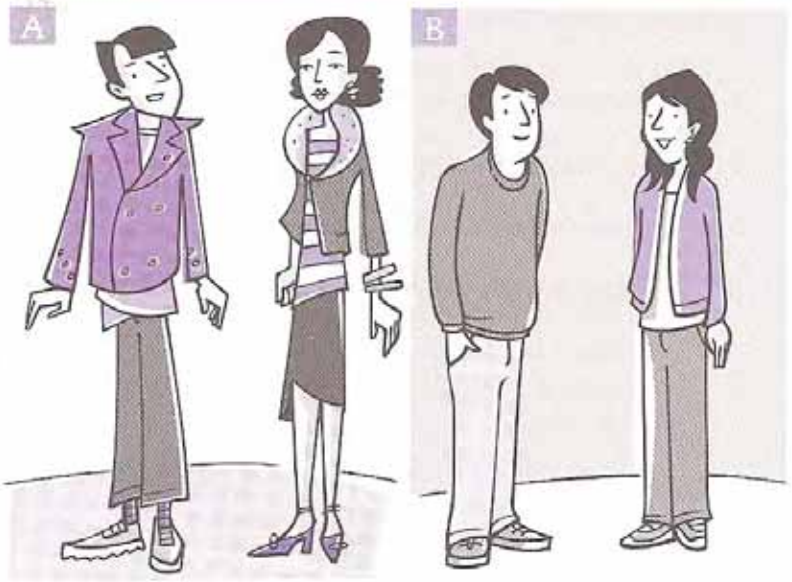
12 The latest thing

Fashion and trends, consumerism

Fashion and trends

1.1 **Which of the adjectives in the box might be used to describe the clothes in picture A and picture B?**

fashionable	mundane	trendy	elegant
stylish	drab	sophisticated	practical
chic	comfortable	impractical	



1.2 ▶24 **Listen to a woman talking about fashion. What does she say about following fashion?**
Choose A, B or C.

A She realised the problems with fashion at an early age.

B She feels it's important to keep up-to-date with fashion.

C She spends a lot of money on buying the latest styles.

1.3 ▶24 **Now listen again and complete the sentences.**

1 They were **all the** _____.

2 They were a _____ **item.**

3 They went _____ **fashion.**

4 I'm not very **fashion-**_____.

5 They know what's _____ **fashion.**

6 They spend their money on **the** _____.

7 It's just a _____ **trend.**

8 It will soon be _____**-date.**

1.4 **Match the phrases in bold in 1.3 with the meanings (a–d). You will need to use some letters more than once.**

a no longer popular

b very popular at the moment

c aware of fashion

d a temporary fashion

V *Vocabulary note*

Fashion can be both countable (when talking about different items of clothing) or uncountable (when talking about style in general):

*The latest **fashion** at the moment is to wear several T-shirts at once.* (uncountable)

*We went to Milan to see all the latest **fashions**.* (countable)

2 COLLOCATION **Cross out the word in each list which does not collocate with the word in bold. Do the other words go before or after the word in bold?**

1 **fashion** statement clothes accessory conscious
2 **designer** label handbag goods supplies
3 **dress** traditional evening casual waterproof
4 **clothes** wardrobe hanger basket line
5 **look** individual classic youth sophisticated

3 **Spend one minute preparing for the following Speaking test Part 2. Try to use as many new words as you can. Record your talk if possible. When you have finished, listen and consider how you might improve it.**

Describe an expensive item you bought recently. You should say
- what you bought
- why you chose it
- what you use or need it for
- whether it was good value

and whether you are happy with it, and why / why not.

! Error warning

Clothes is always plural. If you want to use the singular, you need to say the name of the item: *I bought some new* ***clothes****. I bought* ***a shirt*** *in that shop.*

Use *an item of clothing* in a more formal situation: *The police took away* ***an item of clothing****.*

Dress can mean one item, e.g. *she wore a red* ***dress***, or clothes of a particular type, e.g. *ceremonial* ***dress***.

Consumerism

4.1 **Use a dictionary to help you put the verbs in the box into the correct column.**

store	dispose of	hoard	archive	throw away	abandon	maintain	discard
save	consume	stockpile	dump	retain	eradicate	preserve	conserve

keep	*get rid of*

4.2 **Now complete the following sentences with the most suitable verb from the table.**

1 Rather than _____ plastic bags, people should recycle them.
2 To prevent littering, the company has put a warning on the label asking us to _____ the wrapping carefully.
3 The snow was so heavy that we had to _____ our car and walk.
4 If you have a wood-burning fire, you need a special container to _____ the fuel in.
5 Companies will cause an environmental disaster if they illegally _____ waste in our rivers.

5.1 Read the passage and answer the questions below with *YES*, *NO* or *NOT GIVEN*.

As the United States became the economic leader around the turn of the 20th century, it also took the lead in consumerism. By 2003, personal consumption accounted for 70% of the nation's gross domestic product. In 1950, the trend for families in the US was to own one car and save for a second. In 2000, nearly one in five families owned three cars or more. And while some other countries pride themselves on thriftiness, the converse would appear to be true for the US, where people spend more on garbage bags than 90 of the world's 210 countries spend on everything.

Why is our appetite for 'stuff'[1] so insatiable? For one thing, we have come to think that buying is an essential expression of freedom and individualism. The normal pattern is: 'You get more money, you spend more money,' says Cornell economist Robert Frank. And yet, since the mid-1970s, when the disposable income of 80% of the US population virtually stopped growing, our spending patterns have bewilderingly continued expanding.

Much of our ferocious consumption arises simply from the sheer number of goods available. But, according to Professor James Twitchell, mass branding also spurred us to shop. Take, for example, Ralph Lauren's description of the Polo philosophy: 'What began with a tie ... has grown into an entire world that has redefined how American style and quality is perceived.' Now, says Twitchell, to curb our acquisitiveness we would have to de-brand: 'It's a scarf; it's not a Hermes scarf. It's a car; it's not a Lexus. You put it around your neck or you drive it.'

And after you get all the loot home, then what? Just as American as the need to buy, social observers say, is buyer's remorse. The backlash against American consumerism dates nearly to its conception. These days, our ambivalence and need to purge come in slick, packaged form: a magazine called *Real Simple* that specialises in de-cluttering. It can be yours for just $3.95.

[1]The writer uses *stuff* to show their low opinion of consumer products. It is informal, and you should not use it in the IELTS exam.

1 People in the US clearly like to show how good they are at reusing and recycling goods.
2 Spending patterns in the US are surprising given the income trends there.
3 In the 1970s, spending in the US was at an all-time high.
4 Having so many things to choose from can prevent people from spending.
5 In order to reduce spending, people need to ignore brands and see only useable products.
6 Many Americans return goods to the store after purchase.

5.2 Study the way the words and phrases in the box are used in the reading passage. Then use them to complete the sentences below.

consumerism	personal consumption	disposable income
spending patterns	mass branding	acquisitiveness

1 Our natural _____ is not good for the environment or for our own bank balance.
2 Many special celebrations have lost their meaning because they have been taken over by _____.
3 The money you have left over after you have paid all of your expenses and bills is your _____.
4 _____ is a way of marketing your goods to the widest possible audience.
5 Individuals can help save the environment by reducing their own _____.
6 The chart shows the _____ of the average household in Berlin between 1990 and 2010.

Reading

*You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.*

The environmental impact of the clothing industry

On a Saturday afternoon, a group of teenage girls leaf through glossy fashion magazines at an American shopping mall. Their shopping bags are brimming with new purchases as they talk excitedly about what's in style this summer. Far away in Tanzania, a young man wears a T-shirt bearing the logo of an American basketball team while shopping at the local second-hand goods market. Although seemingly disparate, these two scenes are connected through the surprising life cycle of clothing. How does a T-shirt sold in a US shopping mall to promote an American sports team end up being worn by a teenager in Africa?

Globalisation, consumerism, and recycling all converge to connect these scenes. Globalisation has made it possible to produce clothing at increasingly lower prices, prices so low that many consumers consider this clothing to be disposable. Some call it 'fast fashion', the clothing equivalent of fast food. Fuelling the demand are fashion magazines that help create the desire for new 'must-haves' for each season. 'Girls especially are insatiable when it comes to fashion. They have to have the latest thing,' says Mayra Diaz, mother of a 10-year-old girl.

Yet fast fashion leaves a pollution footprint, generating both environmental and occupational hazards. For example, polyester, the most widely used manufactured fibre, is made from petroleum. With the rise in production in the fashion industry, demand for man-made fibres has nearly doubled in the last 15 years. The manufacture of polyester and other synthetic fabrics is an energy-intensive process requiring large amounts of crude oil and releasing emissions which can cause or aggravate respiratory disease. The Environmental Protection Agency (EPA) considers many textile manufacturing facilities to be hazardous waste generators.

These issues do not apply only to the production of man-made fabrics. Cotton, one of the most popular fibres used in clothing manufacture, also has a significant environmental footprint. This crop accounts for a quarter of all the pesticides used in the United States. Much of the cotton produced in the United States is exported to China and other countries with low labour costs, where the material is woven into fabrics, cut and assembled according to the fashion industry's specifications. In her 2005 book *The Travels of a T-Shirt in the Global Economy*, Pietra Rivoli, a professor at Georgetown University, writes that each year Americans purchase approximately one billion garments made in China, the equivalent of four pieces of clothing for every US citizen.

Once bought, an estimated 21% of annual clothing purchases stay in the home, increasing the stocks of clothing and other textiles held by consumers, according to *Recycling of Low Grade Clothing Waste*, by consultant Oakdene Hollins. The report calls this stockpiling an increase in the 'national wardrobe', which is considered to represent a potentially large quantity of latent waste that will eventually enter the solid waste stream. According to the EPA Office of Solid Waste, Americans throw away more than 68 pounds of clothing and textiles per person per year, and this represents about 4% of the municipal solid waste. But this figure is rapidly growing.

In her book *Waste and Want: A Social History of Trash*, Susan Strasser, a professor of history at the University of Delaware, traces the 'progressive obsolescence' of clothing and other consumer goods to the 1920s. Before then, and especially during World War I, most clothing was repaired, mended or tailored to fit other family members, or recycled within the home as rags or quilts. During that war, clothing manufacturers reduced the varieties, sizes and colours of their productions and even urged designers to create styles that would use less fabric and avoid needless decoration. The US government's conservation campaign used slogans such as 'Make economy fashionable lest it become obligatory' and resulted in an approximate 10% reduction in the production of trash.

However, the spirit of conservation did not last long; by the mid-1920s, consumerism was back in style. During World War II, consumption rose with increased employment as the United States mobilised for the war. Industrialisation brought

consumerism with it as an integral part of the economy. When it comes to clothing, the rate of purchase and disposal has dramatically increased, so the path that a T-shirt travels from the sales floor to the landfill site has become shorter. Yet even today, the journey of a piece of clothing does not always end at the landfill site. A proportion of clothing purchases are recycled, mainly in three ways: clothing may be resold by the primary consumer to other consumers at a lower price, it may be exported in bulk for sale in developing countries, or it may be chemically or mechanically recycled into raw material that can be used to produce insulation.

Domestic resale has boomed in the era of the internet. Many people sell directly to other individuals through auction websites such as eBay. Another increasingly popular outlet is charity and thrift shops, though only about one-fifth of the clothing donated to charities is directly used or sold in their thrift shops. Says Rivoli, 'There are nowhere near enough people in America to absorb the mountains of cast-offs, even if they were given away.' So charities find another way to fund their programmes, using the clothing that they cannot sell. About 45% of these textiles continue their life as clothing, just not domestically. Certain brands and rare collectible items are imported by Japan. Clothing that is not considered vintage or high-end is baled for export to developing nations. For Tanzania, where used clothing is sold at the markets that dot the country, these items are the number one import from the United States. Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate because of the rise of consumerism in the United States and Europe and the falling prices of new clothing.

Questions 1–5

Look at the following statements and the list of people below.

Match each statement with the correct person.

*Write the correct letter, **A–D**, next to questions 1–5.*

***NB** You may use any letter more than once.*

1 The amount of recycled clothing available in the US exceeds demand.

2 Countries like Tanzania will receive even more used clothing from North America in the future.

3 A change in manufacturers' attitudes helped decrease the amount of waste that was generated.

4 Our gender has an influence on our increased desire to shop.

5 A future waste problem may occur because people add to the clothes they already own each year.

List of people

A Mayra Diaz
B Pietra Rivoli
C Oakdene Hollins
D Susan Strasser



Test tip

With any matching type question, the questions are not in the same order as in the text. A good strategy is to circle or underline the names of each of the people in the text, read what they say carefully and match what they say with the statements in the questions. NB You will be told if you need to use any of the people more than once and there may be people you do not need to use.

Questions 6–8

*Which **THREE** possible consequences of the fashion industry are mentioned by the writer of the passage?*

*Choose **THREE** of the letters, **A–G**.*

A increased health problems

B increases in petrol prices

C increased use of chemicals

D reduced wages for workers

E lower profits for small local manufacturers

F negative effects on other industries

G production of unwanted dangerous materials

Test tip

In the Reading test, for multiple choice questions you may need to choose 1 out of 4 possible options, or 2 out of 5 options, or 3 out of 7 options. Pay close attention to the instructions and make sure you choose the right number of answers.

Questions 9–13

Answer the questions below.

*Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.*

9 What is the name of one material that is not natural?

10 What percentage of household garbage is made up of clothes?

11 In what era did Americans stop reusing old clothes?

12 What has caused the selling of used clothing to increase in the US?

13 To which country does America export a lot of its good quality used clothing?

Test tip

The question will always tell you how many words you should write but remember that 'NO MORE THAN THREE WORDS' means the answer might be one word, two words or three words.

13 Urban jungle

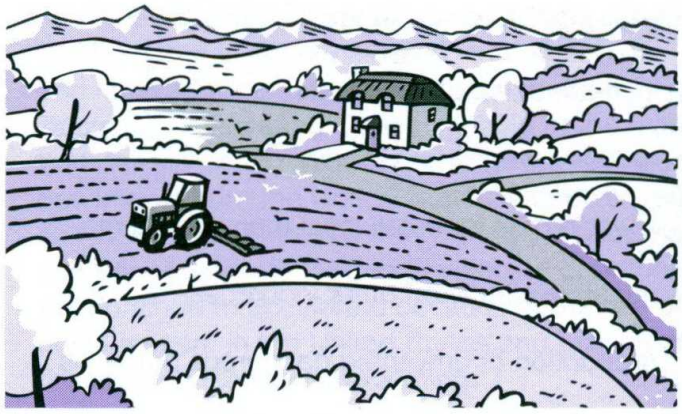
Rural life, city life

Rural life

1.1 ▶25 **Listen to two people talking about where they live. Decide whether they live in a rural or urban area.**

Speaker 1: _____

Speaker 2: _____



1.2 ▶25 **Now listen again and make a note of the advantages and disadvantages of rural life that the speakers mention.**

Speaker	Advantages of rural life	Disadvantages of rural life
1	• _____ • _____	• _____ • _____
2	• _____ • _____	• _____ • _____

2.1 **Use a dictionary to help you put the words in the box in the correct parts of the mind map.**

a public transport system open spaces high rises cottages pollution fresh air isolated congestion simple peaceful crowded remote slow pace countryside overpopulated tranquil frantic overdevelopment infrastructure a sense of community traditional



2.2 **Complete the passage with words or phrases from the mind map. You may need to change the form of the words.**

One of the main disadvantages of rural life in developed countries is the sense of [1] _____ many people can feel. There isn't a developed [2] _____, so people are very dependent on their cars to get around. It is often difficult for city dwellers to appreciate the benefits of the rural lifestyle, so it can be difficult to persuade doctors and teachers to come and work in the [3] _____. However, people born and raised in rural areas enjoy the [4] _____ of life and often feel overwhelmed by the [5] _____ pace of the city. Life may be [6] _____ in the countryside, but people living there enjoy the [7] _____ aspects that exist because things have remained relatively unchanged for hundreds of years.

3.1 Read the passage and answer the questions below. Do not use a dictionary.

The human species evolved some two million years ago. Our natural habitat was the savannah, where our forefathers made their living by hunting and gathering. This way of existence required frequent moving. Within Europe, permanent settlement became the rule only after the Agrarian Revolution, which appears to have started some ten thousand years ago. Most people came to live in farmhouses, often grouped in villages. A few villages developed into towns and even cities. However, the percentage of the population that lived in an urban setting remained small in agrarian society. In Medieval Europe, some 90% of the population lived in the country. This pattern changed drastically after the Industrial Revolution, when, in less than two centuries, massive urbanisation took place.

Curiously, this massive exodus from the land to the city was not accompanied by negative attitudes to rural living. In fact, the reverse occurred. It would seem that the less rural life is practised, the more it is cherished and the greater the emphasis on the hazards of urban life. In the years following the Industrial Revolution, a new artistic theme emerged: the theme of pastoral idyll. Lyrics, novels and paintings began to emphasise the beauty of nature and the virtues of rural life. A constant undertone in this theme is that rural living is more satisfying than life in the town. We are led to believe that, in the country, we can find the safe, simple serenity that is so desperately needed by the alienated city dweller. In reality, various studies on life satisfaction have revealed that there is no advantage to living in a rural setting. In developed countries, rural people tend to be just as satisfied with life as city people. Moreover, in the developing countries, rural dwellers are markedly less happy than city dwellers. The results of a survey conducted to find out where people would prefer to live given the choice showed that the pattern of preference is in fact the reverse of the pattern of settlement. Rural living is preferred more in the most urbanised parts of the world, while urban living is seen as most desirable in the least urbanised parts.

Write

YES **If the statement agrees with the claims of the writer**
NO **If the statement contradicts the claims of the writer**
NOT GIVEN **If it is impossible to say what the writer thinks about this**

1 Our original ancestors were unable to live in permanent villages.
2 The Agrarian Revolution occurred later in Europe than in other parts of the world.
3 The Industrial Revolution led to food shortages in urban areas.
4 When people stop living in rural areas, they idealise rural life.
5 Studies on life satisfaction support city dwellers' beliefs about rural life.
6 In developed countries, people living in urban areas are happier than those living in rural areas.



Test tip

Yes / No / Not given questions are slightly different to *True / False / Not given* ones. They are based on opinions or claims in the passage rather than facts. But the questions will still come in the same order as the information in the passage and should have information that will help you find the correct part of the passage. Even for *Not given* questions, you should still be able to find the part of the passage that might contain this information.

3.2 PARAPHRASE Highlight or underline words in the passage with a similar meaning to the following words and phrases.

1 developed gradually
2 proportion
3 a huge amount of
4 opposite
5 remembered fondly
6 characteristic (that isn't obvious)
7 became known
8 peacefulness
9 made not to feel a sense of belonging
10 noticeably

City life

4.1 COLLOCATION **Combine a word from box A with a suitable word from box B to form a new word.**

A

concrete pedestrian traffic outer
housing high-rise police emergency
public urban recreational sewage water
garbage noise/air inner-city shanty

B

force estate services town congestion
crossing sprawl pollution suburbs
slums jungle transport facilities
buildings supply system collection

4.2 **Which six of the phrases suggest a negative aspect of city life?**

4.3 **Complete the sentences with phrases from 4.1.**

1 We need a stronger _____ to help keep the crime levels in our major cities down.
2 The city has far more _____ than rural areas, so young people don't get bored so easily.
3 An efficient _____ and frequent _____ are both essential to maintaining sanitation in densely populated areas.
4 _____ creates enormous problems for people travelling around the city at peak times.
5 Many people who move to the city from rural areas end up living in _____ because of a shortage of housing.
6 It is difficult to determine where the city ends because of the _____ .

5 ▶26 **Listen to a talk about urbanisation and answer the questions with *NO MORE THAN THREE WORDS AND/OR A NUMBER* for each answer.**

1 A 'megacity' is a city with at least how many people?
2 How many people were living in Rome in the early Middle Ages?
3 What percentage of the world's population was living in cities at the end of the twentieth century?
4 How many cities had more than one million people in 2007?
5 According to the UN, what proportion of the population will be living in cities in 2030?
6 What element of a megacity is it difficult to establish?
7 According to the UN, where will two billion people be living in 2030?

6 **In Part 1 of the Speaking test, you will be asked questions about things that are familiar to you. Look at the following questions and make a note of any new vocabulary from this unit you could use in your answers. Then answer the questions as fully as you can.**

1 How would you describe the city or town where you live?
2 Do you prefer city life or country life?
3 Do you think your town or city has changed very much in the last 20 years? (If so, in what way?)
4 What changes would you like to see in the future?
5 What areas of your town or city would you recommend to visitors? (Why?)
6 In your country, where can people go to escape from busy city areas?

Test practice

Listening Section 1

27

Questions 1–10

Complete the notes below with ***NO MORE THAN ONE WORD AND/OR A NUMBER.***

New accommodation

Need to find accommodation close to the children's hospital..... .

Area 1 Broadgreen

Advantages:

- has several types of **1**
- no need to pay for **2**
- average rent **3** a week

Disadvantages:

- not many local **4**

Area 2 West Derby

Advantages:

- good **5**

Disadvantages:

- unlikely to find a **6** in the area
- may be too **7**

Contact

John **8**

tel: **9**

arrange appointment for: **10**

Test tip

Listen carefully to the words to see if you need to write a plural. Check your answers at the end – should any of them have an 's' at the end?

14 Tackling issues

Problems, solutions

Problems

1 **Look at the following definitions and complete the issues they refer to. The first letters are provided to help you.**



1 a lack of jobs: u_____

2 using scientific techniques to create edible plants: g_____ m_____ f_____

3 using scientific techniques to create humans or animals: c_____

4 a worldwide economic problem: g_____ f_____ c_____

5 being extremely overweight: o_____

6 the increase of trade around the world: g_____

7 a lack of accommodation: h_____

8 problems affecting nature on a large scale: e_____ d_____

9 a lack of oil: e_____ c_____

10 the way the world's weather is changing: c_____ c_____

2.1 **Most of these words can be used for everyday problems. Underline the three which refer to more serious problems. Write the adjective form of the words marked with an asterisk (*).**

difficulty trouble hurdle obstacle predicament *disaster issue *challenge *controversy setback *catastrophe dilemma crisis

2.2 **Match the words (1–5) that are used to talk about kinds of problem with the definitions (a–e).**

1 setback
2 dilemma
3 predicament
4 obstacle/hurdle
5 controversy

a an unpleasant situation which is difficult to get out of
b a lot of disagreement or argument about something, usually affecting many people
c something that blocks you so forward movement is prevented
d a situation where a difficult choice has to be made between two things
e something that happens which delays or prevents a process from advancing

! Error warning

Trouble is usually an uncountable noun and so must be used in the singular form only: *I've had a lot of* ***trouble*** *with the second-hand car I bought.* (NOT ~~*troubles*~~)

The word *troubles* is only used in very special circumstances to refer to all of the problems a person or country has: *Telling someone else your* ***troubles*** *can really help.*

However, it is better to avoid using it in this way unless you are completely sure. *Trouble* can also be used to mean *difficulty* in the phrase *have trouble + -ing*: *I had a lot of* ***trouble*** *starting the car this morning.*

2.3 **Complete the sentences with the phrases in the box. Use the verbs in bold to help you choose the correct phrase.**

major hurdle	minor difficulties	minor setback	sensitive issue	current predicament
total disaster	significant challenge	considerable controversy		

1 We **experienced** a few _____ at the airport, but nothing very serious.
2 The enormous cost of this programme is a _____ that we need to **overcome**.
3 **Adopting** children from poor countries is a _____ .
4 I doubt that recycling alone can **get us out of** our _____ .
5 The building of this dam will **lead to** a _____ for the local wildlife.
6 Global warming **presents** a _____ for every government.
7 We **experienced** a _____ when we lost several plants, but the rest are thriving.
8 The use of drugs by athletes has **caused** _____ in the world of sport.

3.1 **Read the passage below. Which *TWO* of the following statements are true?**

A People should try to ignore depression.
B Depression is similar to obesity.
C There may be an advantage to depression.
D Ancient people may have suffered from depression.
E Depression is linked to old age.

Depression is an ongoing and pervasive problem in our society, and it poses something of an evolutionary paradox: the brain plays a crucial role in our survival, so evolution should have left our brains resistant to such high rates of malfunction. The paradox could be resolved if depression was linked to growing old. After all, the functioning of all body systems and organs tends to deteriorate with age. This is not a satisfactory explanation for depression, however, as people are most likely to experience their first bout in adolescence. Perhaps depression is like obesity – a recent problem that has arisen because modern conditions are so different from those in which we evolved. Yet this is not a satisfactory explanation either as depression exists in every culture, including small-scale societies where people are thought to live in environments similar to those that prevailed in our evolutionary past.

There is another possibility: depression is, in fact, an adaptation, a state of mind which can bring real benefits. This is not to say that depression is not a serious problem. Depressed people often have trouble performing everyday activities and tend to isolate themselves socially. So what could be so useful about depression? Depressed people often think intensely about their problems. Numerous studies have shown that this thinking style is often highly analytical and can be very productive. Depressed people dwell on personal problems, breaking them down into smaller components. Each individual component is less problematic, so what begins as an insurmountable problem is far less difficult. This type of thinking allows people to gain insight into their problems. Indeed, when you are faced with a daunting problem, feeling depressed is often a useful response that may help you analyse and solve it. After all, depression is nature's way of telling you that you've got complex social problems that the mind is intent on solving.

3.2 COLLOCATION **Highlight or underline each occurrence of the word *problem* in the passage and note the adjectives and verbs used with it.**

4 **Look at these words and decide if they mean the same as *make better* or *make worse*.**

exacerbate alleviate hinder mitigate rectify compound complicate improve aggravate

make better: _____

make worse: _____

Solutions

5.1 **Choose two of the issues in 1. What solutions can you suggest for them?**

5.2 ▶28 **Listen to five people. Which problem in 1 is each person talking about?**

	Problems	Expressions
1		
2		
3		
4		
5		

5.3 ▶28 **Now listen again and complete the table above with expressions used to talk about dealing with problems.**

6.1 **Put the words in the box into the correct column below to show whether they collocate with *do*, *make* or *take*.**

stock a mistake measures your best an effort notice of sure a change a chance part more harm than good

do	*make*	*take*

Vocabulary note

Be careful with the verbs *prevent*, *protect* and *avoid*. Look at the following examples and how these verbs are used:

prevent (= stop something from happening): *Sunscreen can help to **prevent** skin cancer. / Sunscreen can **prevent** you **from** getting skin cancer.*

protect (= keep you safe): *Sunscreen can help **protect** you **from** skin cancer.*

avoid (= stay away from): *Using sunscreen helps you to **avoid** skin cancer.*

6.2 **Look at part of an essay on obesity and choose the correct alternative to complete the sentences.**

Clearly, obesity [1]*represents / presents* a real [2]*problem / trouble* today, but what can be done to [3]*find / resolve* a solution to it? First, I think we have to [4]*do / make* a real effort to deal [5]*with / in* the underlying causes of obesity. If this isn't done, we will never completely [6]*resolve / raise* this issue. All of our efforts will be wasted if we don't [7]*tackle / meet* the [8]*difficult / difficulty* situations that children face today, whether caused by increased pressure to succeed, isolation and loneliness, or boredom. Then we need to [9]*look to / deal with* the factors that [10]*create / make* the situation worse, namely poor diet and lack of exercise, and we also need to [11]*take / make* measures to [12]*protect / prevent* this from happening in the future.

Test practice

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Obesity is now a major global epidemic. What can be done to tackle this increasingly common problem?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Plan your answer here:

Problem

.....

.....

.....

.....

Causes

.....

.....

.....

.....

.....

Effects

.....

.....

.....

.....

.....

Possible solutions

.....

.....

.....

.....

.....

Test tip

For Writing Task 2, you may be asked to discuss a problem and possible solutions to it. For this type of question, you should explain exactly what the problem is (its causes and effects) and then consider the merits and drawbacks of various solutions.

15 This Earth

Natural phenomena, agriculture

Natural phenomena

1.1 **Use a dictionary to help you decide what part of speech the words in the box are. Then write the words under the correct pictures.**

erupt severe strike dense tropical ash lightning rain earthquake volcano
heavy wind fall lava torrential thunder freezing tremor aftershock fog



1 Nouns: _____
Verbs: _____



2 Nouns: _____
Adjectives: _____
Verbs: _____



3 Nouns: _____
Verbs: _____



4 Nouns: _____
Adjectives: _____



5 Nouns: _____
Adjectives: _____



6 Nouns: _____

1.2 **Complete the passage with words from 1.1. You may need to change the form.**

The storms took the whole island by surprise. There was a night of [1]_____ rain, as well as severe [2]_____, which blew down several outbuildings. At one point, the electricity in the atmosphere made it seem inevitable that high-rise buildings would be [3]_____ by lightning. Although that didn't happen, there was a twenty-minute period of deafening [4]_____, which terrified the islanders. Once the storms had passed, they looked towards the volcano and wondered if that might [5]_____ and cause even more damage.

2.1 **Many of the words associated with weather are also used idiomatically or figuratively in English. Match the idioms (1–8) with the meanings (a–h).**

1	every cloud has a silver lining	a	feel overwhelmed, have too much work
2	in the cold light of day	b	be aware of current opinions
3	weather the storm	c	see something for what it really is
4	know which way the wind is blowing	d	endure a difficult period
5	the calm before the storm	e	be totally unaware of or ignorant of
6	a storm in a teacup	f	a small problem that has been exaggerated
7	not have the foggiest idea	g	difficult situations can also have positive effects
8	be snowed under	h	a period of peace followed by a period of chaos

2.2 **Now complete the sentences with idioms from 2.1. You may need to change the form.**

1 We need to ignore all of the media hype and examine this problem _____.

2 If the government introduces necessary but unpopular measures, they should be prepared to _____ rather than please the public with a softer approach.

3 Although the unemployment figures dropped today, experts believe this may be _____, with hundreds of job losses predicted for the coming months.

4 Melting ice in Antarctica is leaving behind large numbers of tiny marine animals, proving that _____ really does have _____.

5 Climate sceptics believe that scientists are exaggerating the current situation and this is simply _____.

6 To be honest, I don't think the present government _____ what to do about either drug problems or obesity.

Agriculture

3 **Cross out the word in each of the following lists that does not fit into the category in bold.**

1 **flowers** petal fungus thorn stem leaf

2 **soil** mud earth pest dirt sediment

3 **trees** branch twig root trunk pasture

4 **plants** species native fauna horticulture

5 **agriculture** cultivate sow breed plough manufacture

6 **water** flow melt drip drop drain

7 **man-made water** dam reservoir stream canal

8 **ocean** current shore coast tide puddle

4.1 COLLOCATION **Match the words in box A with the words in box B.**

A

acid	soil	greenhouse	crop	carbon
viable	vicious	fossil	climate	

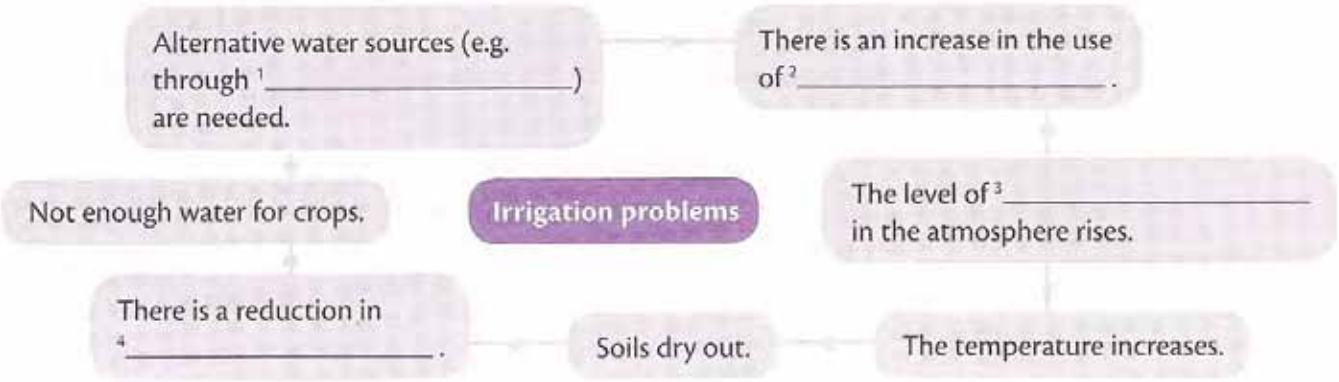
B

fuel	circle	change	yields	gases
rain	solution	erosion	dioxide	

4.2 **Read the passage as fast as you can, circling the phrases in 4.1 as you find them.**

Current research models indicate that climate change associated with increasing levels of greenhouse gases is likely to lead to the soils in the interiors of the major continents drying out. In response to a drying of cropland, people are likely to seek either new sources of irrigation water or new, wetter areas to farm. If we choose desalination of seawater as a possible solution, large amounts of energy will be required. This means we are caught in a vicious circle as more fossil fuels are consumed. This results in an increase in carbon dioxide or greenhouse gas emissions. This in turn contributes to climate change, which warms up the planet. As a result, the earth dries out, causing soil erosion, and our crop yields decline, meaning that new sources of water need to be sought. Clearly, a long-term viable solution that does not produce acid rain and is not damaging to the environment is needed.

4.3 **Complete the flow chart with *NO MORE THAN TWO WORDS* from the passage for each answer.**



5.1 **29** **Listen to a talk and complete the table with no more than *ONE WORD* for each answer.**

Issue	leads to:	effects:
Climate change	• higher [1]_____	• decrease in yield from [2]_____ • increase in [3]_____ and [4]_____ • poor soil quality
Extreme weather	• periods of [5]_____ • increased risk of [6]_____	• loss of crops
Farming practices	• use of [7]_____ • using land to feed [8]_____	• soil [9]_____
Urban development	• [10]_____ to provide space for homes	• soil degradation
Genetically modified crops	• increased [11]_____	• crops that are [12]_____ to diseases or pests • reduction in the use of [13]_____

5.2 **29** **Now listen again while reading recording script 29 at the back of the book. Highlight or underline all the words and phrases used to show cause and effect.**

Listening Section 3

30

Questions 1–7

What benefits do the speakers mention when talking about each of the following genetically modified crops?

*Choose **SEVEN** answers from the box and write the correct letter, **A–I**, next to questions 1–7.*

Genetically modified crops

1 maize

2 soya beans

3 wheat

4 potatoes

5 rice

6 tomatoes

7 poplar trees

Benefits

A reduction in the use of weedkiller
B not harmful to animals
C healthier food source
D medical uses
E less pollution
F lower water consumption
G profits for farmers
H resistant to cold weather
I cheaper food prices

Questions 8–10

*Choose the correct letter **A, B** or **C**.*

8 What do the speakers think about the article on genetically modified crops?

A It was poorly researched.
B It was quite biased.
C It was out of date.

9 What advantage of genetically modified crops did the article stress?

A reduced use of chemicals
B improved soil conditions
C increased profits for farmers

10 What concern do the speakers have about genetically modified foods?

A the impact on our health
B the impact on animals
C the impact on other crops

Test three (Units 11–15)

1 Mobile phones make me feel to the world around me.
A contacted B connected C embrace D touching

2 Despite the advantages of wireless internet connections, technology seems more than ever.
A invasive B essential C convenient D harassed

3 The school banned social networking sites when became a problem.
A illegal downloads B internet fraud C cyberbullying D security threats

4 Natural materials such as are much more in demand nowadays.
A concrete B nylon C polyester D cotton

5 You can slow the train down by on this lever.
A pushing B turning C pulling D braking

6 Everything in the house could be operated with just the press of a
A button B control C dial D nail

7 I have to dress up a lot for work, so at the weekend I prefer to wear something more
A chic B mundane C trendy D elegant

8 That skirt is a real fashion I don't think I've ever seen one like it before.
A statement B conscious C clothes D follower

9 Growing consumerism causes environmental problems because of how much we need to of as a result.
A retain B store C dispose D hoard

10 Putting varnish on wood is one way of it.
A discarding B eradicating C abandoning D preserving

11 It's not your salary but your that retailers are really interested in.
A domestic product B personal consumption C private property D consumerism

12 Most of the residents of this community have a large disposable
A revenue B profit C income D salary

13 While I enjoyed the restfulness, I felt too cut off. The place was just too for me.
A hasty B pristine C remote D frantic

14 The biggest problem we have is the traffic on our roads.
A congestion B pollution C transportation D fragmentation

15 We hope our good and a strong workforce will encourage more companies to base themselves here.
A system B infrastructure C recreation D structure

16 The huge influx of people and a lack of cheap housing led to an increase in in the area.
A estates B suburbs C slums D towns

17 The council are encouraging high-rise apartments to try to stop the urban
A suburbs B shanty C housing D sprawl

18 We are carrying out a comparative study of health problems in urban and areas.
A wild B countryside C rural D rustic

19 The visiting politician's criticism of the government caused a lot of
A controversy B dilemmas C setbacks D hurdles

20 The failure to control the dumping of waste into the river system has been a disaster for the ecosystem.
A minor B total C sensitive D current

21 To sunburn, you need to reapply sunscreen every three hours.
A guard B avoid C protect D tackle

22 We finished the job, but only with great
A catastrophe B difficulty C crisis D disaster

23 Gale force winds the progress of the rescue teams.
A alleviated B rectified C improved D hindered

24 The arrival of the enormous telephone bill a further problem.
A overcame B resolved C remedied D presented

25 The strike caused a great deal of damage to the house.
A lightning B volcano C earthquake D tornado

26 It remains to be seen if the president can weather the political caused by his remarks.
A thunder B storm C force D wind

27 At the moment we are far too dependent on fuels to meet our energy needs.
A fossil B carbon C acid D alternative

28 The was built to shorten the trip for ships travelling to the United States.
A stream B dam C reservoir D canal

29 He was carried along by the until he found himself well out of his depth.
A coast B shore C current D drift

30 The farmers in the area dug ditches for their crops.
A flood B irrigation C erosion D drought

16 Energy efficient

Energy, natural resources

Energy











1.1 COLLOCATION **The words in box A all collocate with *power*. Match each kind of *power* with the pictures (1–5).**

A

nuclear	wave	wind	solar	hydroelectric

1.2 **Now combine the words in box A with as many words as possible from box B.**

B

dam	plant	panel	turbine
waste	power station	farm	

1.3 ▶31 **Listen to a conversation between two students. Which types of power do they think are a good idea?**

1.4 ▶31 **Now listen again and note the phrases in 1.1 and 1.2 that you hear.**

1.5 **The following verbs can all be used with *energy*. Match the verbs (1–6) with the verbs with a similar meaning (a–f).**

1	produce	a	harness
2	use	b	supply
3	need	c	generate
4	save	d	conserve
5	provide	e	require
6	capture	f	consume

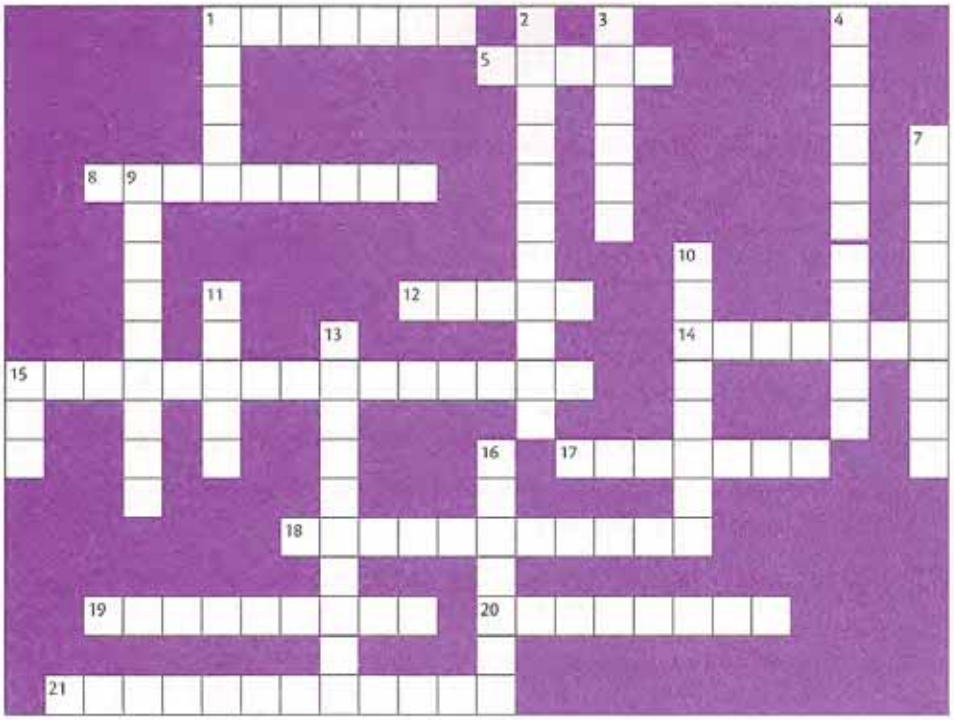
Test tip

Accurately using words like verbs a–f in your Speaking and Writing test will improve your IELTS Band Score.

1.6 **Complete the sentences with a suitable verb from 1.5. You may need to change the form.**

1 Many domestic solar energy systems don't _____ enough energy to meet all our needs.
2 Statistics show that the majority of energy _____ in UK households is for heating.
3 Large screen TVs _____ far more energy than older models.
4 People say a solar energy plant on the moon would be capable of _____ all our energy needs.
5 Turbines are used to _____ the energy from the wind.

2.1 **Complete the crossword.**



Across

1 Most UK household electricity is used for this.

5 toxic gases from cars which aren't good to breathe in

8 A country's _____ are the deposits it has in coal, gas, etc.

12 an adjective meaning *from the sun*

14 the power produced from the nucleus of an atom

15 Biofuels are more _____ friendly than petrol.

17 to totally use up

18 a different option

19 Fuel sources that won't run out are _____.

20 a type of petrol with the lead taken out

21 a battery that can be reused

Down

1 prefix connected with *water*

2 causing *little or no damage to the environment*

3 We put this in our cars to fuel them.

4 Gas, coal and oil are all _____ _____.

7 People talk about reducing their carbon _____.

9 see 5 across: another word for these

10 to produce (energy)

11 This is produced when there is a fire.

13 able to be recycled

15 Demand for _____-friendly hybrid cars is soaring.

16 to use fuel, energy or time in large amounts

2.2 **Now complete the following passage with words and phrases from the crossword.**

Hydrogen is a cleaner, greener [1]_____ to [2]_____ but it does not occur naturally – it has to be made. Scientists have struggled to find a way to make it that doesn't [3]_____ vast amounts of energy, use up scarce natural [4]_____, or result in high levels of greenhouse gas [5]_____. However, researchers at the University of Leeds have now found an energy-efficient way to make hydrogen out of used vegetable oils discarded by restaurants. The process they have developed creates the hydrogen gas which they claim is vital for our future as it provides a huge range of possibilities. Among many other things, it could be used instead of [6]_____ to run our cars, and to [7]_____ the electricity we need for the [8]_____ that keeps our homes warm. It should also be possible to produce hydrogen in a [9]_____ way by using other [10]_____ materials in addition to cooking oil. 'We are working towards a vision of the hydrogen economy,' said one of the researchers working on the project.

Test tip

The information contained in a summary or set of notes in Reading test questions may be in a different order to the passage itself.

Natural resources

3 **Choose the correct alternative to complete the sentences.**

1 We need to *curb / maximise* our use of fossil fuels.
2 Our levels of petrol *burning / consumption* are not sustainable.
3 At present, we burn fossil fuels to *generate / power* electricity.
4 Domestic alternative energy sources can only produce enough energy to *run / provide* small appliances.
5 *Electricity / Electrical* power is something we just take for granted.
6 Diesel cars are more *effective / efficient* than petrol ones because they use less fuel per kilometre.
7 It's the *fumes / emits* cars produce that causes greenhouse gases.
8 Many experts are concerned that if we continue to use petrol at the current rate, we will *exhaust / wear out* our natural reserves within the next 50 years.

! Error warning

We usually use *resources* in the plural, not the singular. *Source* is used to refer to the place something comes from:

Oil, gas and coal are natural **resources** *used to produce energy.* NOT *natural ~~resource / sources~~*

Books should still be seen as a good **source** *of information.* NOT *a good ~~resource~~ of information*

4.1 32 **Listen to a talk about the history of mining in Australia and match the dates (1–5) with the events (A–H) in the box.**

Dates	Events	
1 1788	A people left Australia in search of gold	E local stone was quarried
2 1799	B first gold mine was established	F important site for precious stones found
3 1841	C the first deep coal mine was dug	G first shipments of coal sent overseas
4 1849	D mining of metal began	H diamonds were first found
5 1915		

4.2 32 **Now listen again and match the words (1–6) with the definitions (a–f). Look at recording script 32 at the back of the book to check your answers, and use a dictionary to help you.**

1 ochre	a easily changed into a new shape
2 a quarry	b rock from which metal can be obtained
3 malleable	c a naturally coloured type of rock or earth
4 ore	d to obtain metal from a rock by exposing it to very high temperature
5 smelt	e a large artificial hole in the ground where stone is dug for use as building material
6 an opal	f a precious stone or gem

5 33 PRONUNCIATION **Many English words contain the weak sound 'schwa' (/ə/). In the following list of words, underline the syllable with the main stress and circle the schwa sound(s). Listen to check your answers and then practise saying the words.**

alternative	consumption	sustainable	battery
neutral	emission	renewable	recyclable
efficient	carbon	energy	rechargeable

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Alternative energy sources that use the natural power of the wind, waves and sun are too expensive and complicated to replace the coal, oil and gas that we use to power our cities and transport.***
>
> ***To what extent do you agree or disagree with this opinion?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Plan your answer here:

Agree

Disagree

17 Getting down to business

Management, personal finance

Management



1.1 ▶34 **Listen to two speakers talking about management. Which speaker (1 or 2) ...**

A is concerned about a management issue? ___
B is proud of a recent project? ___
C is in charge of a large workforce? ___
D recently gained a promotion? ___
E is linking up with another company? ___

1.2 ▶34 **Now listen again. Which of the idioms in the box do the speakers use?**

a golden opportunity | sell like hotcakes | a household name | a spanner in the works | a hands-on approach | make a name for yourself | corner the market | the bottom line | a win-win situation | the tricks of the trade | in the red

1.3 **Now match the words (1–6) from the listening with the definitions (a–f).**

1	promote	a	to raise someone to a higher or more important position
2	capital	b	to join or unite to form a larger organisation
3	calculated risk	c	relating to your own country
4	amalgamate	d	a large amount of money for starting a company
5	domestic	e	a reduction in something made to save money
6	cutback	f	a chance that you consider to be worth taking

1.4 COLLOCATION **Choose the correct alternative to complete the sentences. Use the words in bold to help you.**

1 We need a set of guidelines for anyone wishing to *draw over / draw up* an employment **contract.**
2 When times are tough, employers do not *take on / take up* as many **new staff.**
3 We decided to *set down / set up* **an office** near the airport as many of our biggest clients were based there.
4 New employees may be tempted to *take in / take on* too much **responsibility** when they first join a firm.
5 Each of our managers is *in charge for / in charge of* around 20 **staff.**
6 Starting up our own company was a **risk,** but it has really *paid up / paid off* for us.
7 It's important to *keep track of / keep track for* how much **money** your department is spending.
8 Setting up our own website allowed us to *break through / break into* **the overseas market.**

2 COLLOCATION **Match the verbs in box A with the nouns in box B. Some verbs match more than one noun.**

A

negotiate	hold	take	make	sign	chair
meet	miss	reach	recruit	manage	

B

a contract	a deal	a meeting	staff	an agreement
a deadline	a project	control		

3 **Look at the following extract from an IELTS Writing Task 2 answer. Choose the correct alternative to improve the accuracy of the answer.**

A common belief nowadays is that the success of a company is determined by how happy its employees are. But [1]*a pay / money* alone is not sufficient to make staff happy. Instead, companies need to offer them good [2]*working / job* conditions and benefits such as healthcare payments and childcare facilities. It also helps if people choose an [3]*employment / occupation* that they enjoy and find fulfilling rather than simply doing a job to earn money.

Retaining [4]*a staff / an employee* means that companies can save a lot of money recruiting and training new ones. A worker who feels well looked after by their [5]*employee / employer* is more likely to stay in that job for a long time. Moreover, long-term employees are more likely to be promoted to a [6]*managing / managerial* [7]*position / place* within the company. This type of [8]*location / post* can act as a reward for their loyalty and commitment.

! Error warning

The word *staff* refers to all the people working for an organisation. To talk about one person, you need to say *member of staff* or *employee*: *I recently had a problem with a member of staff in your company* (or *an employee in your company* or *one of your staff*). NOT ~~*I recently had a problem with a staff in your company*~~

Vocabulary note

We use the preposition *in* with *employment, industry, a/the job* etc.: *My father remained in the same job for 35 years.* NOT ~~*on the same job*~~. *The number of women in higher posts has dropped recently.* NOT ~~*at higher posts / into higher posts*~~

Personal finance

4.1 **Read the passage and then complete the sentences on the next page with *NO MORE THAN TWO WORDS* from the passage.**

In this tough economy, the allure of purchasing lottery tickets seems like a pretty enticing way to erase financial problems. But new research from Vanderbilt Law School found that people who won between $50,000 and $150,000 only postponed bankruptcy. The researchers found that mid-level lottery winners did not in fact pay off their debt or increase equity in new or existing assets. And, though these mid-level lottery winners were less likely than small winners (those who won less than $10,000) to become bankrupt immediately after winning, they were 50 per cent more likely to do so three to five years after winning their prize. 'Our results are consistent with some winners using their prize to take additional risks or buy luxury goods,' said a researcher. 'Others simply lack the knowledge to handle large amounts of money wisely.'

The researchers used data from Florida's *Fantasy 5* lottery game from April 1993 through November 2002. They examined all winners who won more than $600. This added up to almost 35,000 individuals. In all, almost 2,000 *Fantasy 5* winners were linked to a bankruptcy in the five years after winning. The fact that they filed for bankruptcy is significant for several reasons. 'Filing for bankruptcy is arguably the most extreme signal of financial distress,' said the researcher. 'Not only is it bad for creditors, but it also seriously harms a filer's credit rating, affecting the availability and cost of future loans.'

1 People may buy a lottery ticket as a way of solving _____ .

2 Researchers found that winners of between $50,000 and $150,000 failed to get out of _____ .

3 Researchers believe lottery winners often spend their money on _____ .

4 A certain number of lottery winners were _____ within five years of winning their prize.

5 Lottery winners may find it difficult to obtain _____ if they have had financial problems.

! Error warning

When you are writing large numbers, do not add an 's' to the number: 200,000 = *two hundred thousand*. NOT ~~*two hundreds thousands*~~

The plural form is only used to give an approximate idea: *There were thousands of people there.*

You can use numerals instead of words, but we usually write larger numbers such as *three million*.

4.2 COLLOCATION Highlight or underline each occurence in the passage of the words and phrases associated with money problems.

4.3 COLLOCATION The words in bold in the following sentences collocate with either *cost, income* or *budget*. Use a dictionary to help you choose the right words to complete the sentences.

1 We increased our profits through a combination of _____**-cutting** and price increases.

2 I try to **stay within my** _____ , but then I see something I really want to buy!

3 **Low-**_____ **families** must find it difficult to manage when prices rise rapidly.

4 You may need to take on an extra job to **supplement your** _____ and help pay off your debts.

5 Our department has **an annual** _____ of $100,000 to cover travel expenses.

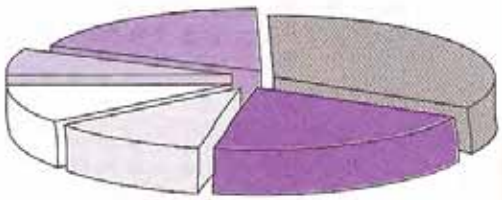
6 The recent rise in interest rates will increase **the** _____ **of living.**

7 My annual bonus **covers the** _____ **of** our summer holiday.

5 Look at the pie chart and complete the paragraph below with the words and phrases in the box. There is one extra word/phrase that you don't need.

spent	40 thousand	of	13 thousand	for	amount of
paid	seven thousand	purchases	on	budget	

According to the chart, the average family in the US made over [1] _____ dollars worth of household [2] _____ in 2003. The pie chart shows how this [3] _____ money was [4] _____ . The vast majority [5] _____ the family [6] _____ went on accommodation, which accounted for over [7] _____ dollars on average. The average household [8] _____ a total of $6,021 for their groceries, while also spending over [9] _____ dollars [10] _____ travel.



■ Housing $13,432 □ Entertainment $2,187
■ Transport $7,781 ■ Clothing $1,640
□ Food $6,021 ■ Other $9,756
Total $40,817

Reading

*You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.*

Questions 1–6

The Reading Passage has seven paragraphs, **A–F**.

*Choose the correct headings for paragraphs **A–F** from the list of headings below.*

*Write the correct number, **i–viii**, next to questions 1–6 below.*

List of headings

- **i** The advantages of offering a variety of products
- **ii** Increasing profits by working with other industries
- **iii** Regaining customer trust
- **iv** Turning protection for the customer into profit for the company
- **v** Initial good intentions that may eventually lose you customers
- **vi** Industry that profits from a lack of commitment
- **vii** The main reason companies choose to ignore a core business belief
- **viii** Profiting from customers' wish to save money

1 Paragraph **A**

2 Paragraph **B**

3 Paragraph **C**

4 Paragraph **D**

5 Paragraph **E**

6 Paragraph **F**

Companies and the customers who hate them

Many companies encourage customers to make bad purchases.

A One of the most influential propositions in marketing is that customer satisfaction means loyalty and loyalty means profits. Why, then, do so many companies infuriate their customers with contracts, fees and fine print, penalising them for their business? Because, unfortunately, companies have found that confused and ill-informed customers, who often end up making poor purchasing decisions, can be highly profitable indeed.

B Some companies consciously and cynically exploit their customers' confusion in this way. However, in our conversations with dozens of executives in various industries we found that many firms have unwittingly fallen into this trap. Think of the cell or mobile phone service, and banking and credit card industries, each of which now profits from customers who fail to understand or follow the rules about minute use, minimum balances, overdrafts, credit limits, or

payment deadlines. Most of the companies in these industries started out with product and pricing strategies designed to provide value to a variety of customer segments, each with its own needs and price sensitivities. Yet today, many companies in these industries find that their transparent, customer-centred strategies for delivering value have evolved into confusing company-centred strategies for extracting it. Although this approach may work for a while (many notable practitioners are highly profitable), businesses that prey on customers are always vulnerable to possible hostility. At any time, customers may retaliate with anger, lawsuits and defection.

C Companies can profit from customers' confusion, ignorance and poor decision making using several means. The first stems from a legitimate attempt to create value by giving customers a broad set of options. A company creates a diverse product and pricing portfolio to meet the price range and needs of different customer segments. All else being equal, a hotel that has three types of room at three different prices can serve a wider customer base than a hotel with just one type of room at one price. However, customers benefit from such diversity only when they are guided towards the option that best suits their needs. A company is less likely to help customers make good choices if it knows that it can generate more profits when they make poor ones. Of course, only the most flagrant companies would explicitly persuade customers into making bad choices. Yet there are subtle ways in which even generally well-intentioned firms use a complex range of choices to encourage poor decisions. A wide range of offers can confuse customers with a lack of transparency (hotels, for example, often don't reveal information about discounts and, along with car hire companies, fail to inform customers about possible upgrades); they can make it harder for customers to distinguish between products, even when complete information is available (as is often the case with banking services); and they can often take advantage of consumers' difficulty in predicting their needs (for instance, how many cell phone minutes they'll use each month).

D Companies can also profit from customers' bad decisions by over-relying on penalties and fees. Such charges may have been conceived as a way to deter undesirable customer behaviour and offset the costs that businesses incur as a result of that behaviour. Penalties for problems such as bouncing a cheque, for example, were originally designed to discourage banking customers from spending more money than they had and to recoup administrative costs. The practice was thus fair to customer and company alike. But many firms have discovered just how profitable penalties can be; as a result, they have an incentive to encourage their customers to incur them – or at least not to discourage them from doing so. Many credit card issuers, for example, choose not to deny a transaction that would put the cardholder over his or her credit limit; it's more profitable to let the customer overspend and then impose penalties.

E These strategies are common across industries from hotels to video stores and car rentals. Health club companies also have a long history of luring customers with attractive short-term offers, assaulting them with aggressive sales pitches, and then binding them with long-term contracts. That's because some of their most profitable customers have been those who were enticed to sign up for a long-term membership but then rarely visited the club. Indeed, many companies, knowing the typical health club customer will underuse the facility, intentionally sell many more memberships than they have floor space to accommodate.

F Some companies are challenging the industry's bad behaviour. In fact one company, Life Time Fitness, has become one of the largest fitness chains in the US by eschewing contracts altogether. Membership can be cancelled at any time with no penalty. Other smaller companies are experimenting with less antagonistic ways to retain customers, such as reward points for customers who work out regularly. As Brad Fogel, chief marketing officer at 24 Hour Fitness, explains, 'We learned that by giving customers incentives to visit the club more frequently, they become more loyal and ultimately remain with us longer.'

Questions 7 and 8

*Which **TWO** of the following are mentioned in relation to banks?*

*Choose **TWO** of the letters, **A–E**.*

A	giving false information
B	limiting customer choices
C	giving confusing information
D	customers paying for mistakes
E	hiding discounts

Questions 9–13

*Complete the sentences below with **NO MORE THAN THREE WORDS** from the passage.*

9 Both hotels and car hire companies may choose not to tell their customers about

10 Credit card companies would help customers avoid penalties by deciding to

11 Health clubs use tempting to persuade new customers to join.

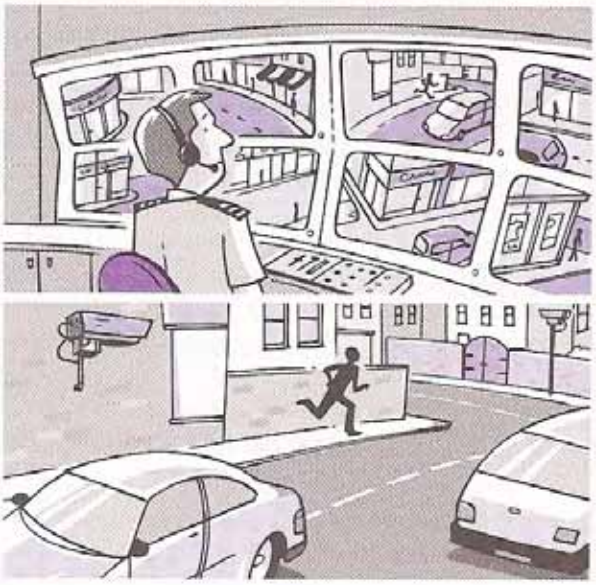
12 is the name of a company that has decided not to make their customers sign an agreement.

13 are one way of encouraging customers to stay with a company without a contract.

18 Law enforcement

Crime, punishment

Crime



1.1 **Read the following questions and consider how you would answer them.**

1 Do you prefer going out alone or with friends? (Why?)

2 Do you think young people today are well behaved? (Why? / Why not?)

3 If young people commit a crime, who do you think is responsible?

1.2 ▶35 **Listen to three speakers (A–C). Which question in 1.1 does each speaker answer? Write at least two types of criminal activity each speaker mentions.**

	Question	Types of criminal activity	Possible causes
A			• children left alone • loss of _____ • hang around with the wrong people
B			• loss of _____ for the rules of society • peer _____ • too much violence in _____
C			• increasing _____ levels • economic reasons

1.3 ▶35 **Listen again and complete the notes about the possible causes of crime the speakers mention.**

1.4 COLLOCATION **Match the adjectives and nouns in the box with the nouns below.**

act unsolved statistics convicted organised
petty juvenile prevention investigation hardened
rate activity record armed gun offence

1 crime _____

2 _____ crime

3 criminal _____

4 _____ criminal

! *Error warning*

Criminal refers to the guilty person and *crime* refers to the act. We refer to the *crime rate* NOT ~~*criminal rate*~~ and *the criminal world* NOT ~~*crime world*~~. We also talk about *juvenile crime* NOT ~~*young crime*~~.

1.5 COLLOCATION **Now complete the following sentences with either *crime* or *criminal(s)*. Use the words in bold to help you.**

1 Vandals are generally seen as **petty** _____ .

2 If young people become involved in **juvenile** _____ , they are more likely to have a _____ **record** when they are older.

3 The _____ **rate** has actually decreased in some parts of New York in recent years.

4 He was a **hardened** _____ with a long list of previous convictions.

5 Prosecutors have launched a _____ **investigation** into the firm's accounting practices.

6 Police and federal officials are working together to target **gun** _____ .

! *Error warning*

The word *act* refers to a type of behaviour, e.g. *an act of violence, an act of bravery, an act of kindness, a criminal act*. NOT ~~*criminal action*~~

The word *action* refers to the process of doing something, especially when dealing with a problem, e.g. *take action, a plan of action, this calls for prompt action*.

Punishment

2 COLLOCATION **Match the words (1–6) with the words they collocate with (a–f).**

1 capital	a programme
2 community	b fine
3 a heavy	c service
4 a prison	d punishment
5 a life	e term
6 a treatment	f sentence

3.1 COLLOCATION **Which words collocate with the verbs in the first column? Not all of the verbs require a preposition and the prepositions can be used more than once. Use a dictionary to help you.**

accept	a crime	to
accuse	a criminal	against
arrest	a victim	for
be	on trial	from
charge	the defendant	of
commit	the consequences	on
convict	a suspect	with
punish		
sentence		

3.2 **Now complete the sentences using the words in brackets and any other necessary words.**

1 Children should be taught to _____ their actions. (consequences)

2 The graph shows that today, three times as many people are likely to _____ shoplifting than in 1970. (arrest)

3 If you _____ a violent crime, it can take years to get over it. (victim)

4 If a person is _____ a crime they did not commit, it's my job as a criminal lawyer to defend them. (charge)

5 If you _____, you should be punished. (commit)

6 A local drifter was _____ life without parole for the murder. (sentence)

4 **36** **You will hear someone talking about a study on prisons. Before you listen, try to complete as much of the passage about the study's findings as you can. Then listen to check your answers.**

A recent study looked into the effect of [1]_____ _____ on criminals. The researchers found 96 pairs of convicted [2]_____, and 406 pairs who had been [3]_____ _____ assault. One member of each pair had been sent to prison while the other had been given some type of non-custodial [4]_____. All of the criminals had committed the same kind of [5]_____ and had had similar previous experiences of prison and had appeared [6]_____ _____ the same number of times.

Criminals who were sent to prison were slightly more likely to [7]_____ than those who didn't go to [8]_____. The results support other studies that have shown that prison either fails to [9]_____ criminals or actually increases criminal activity.

There is still a place for prisons, and most people think dangerous criminals need to be [10]_____ in some way. But the study suggests that [11]_____ _____ may be just as suitable a form of punishment for minor offences.

5.1 **Cross out the adjective in each of the following lists that does not mean the same as the adjective in bold. Use a dictionary to help you.**

1 **shocking** atrocious hostile appalling horrifying

2 **minor** petty trivial insignificant compact

3 **severe** lenient harsh heavy strict

4 **worrying** concerning underlying troubling disturbing

Test tip

In the Speaking test, you will be marked on stress and intonation. Make sure you use stress appropriately to intensify the meaning of your words, e.g. *I think **this** type of crime is **shocking**. I'm **totally** opposed to capital punishment.*

5.2 **The phrases on the right show support for or opposition to an idea. Use the phrases to make sentences showing how you feel about the following opinions.**

1 Some of the conditions in prisons are appalling.

2 People should not be sent to prison for minor crimes.

3 I think violent criminals deserve a severe punishment.

4 Any increase in crime among young people is worrying.

I'm totally opposed to ... | I can't condone ... | I'm all for ... | I approve of ... | I don't agree with ... | I can see a need for ... | I object to ... | I don't approve of ...

Test practice

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Each year, the crime rate increases. What are the causes of crime and what could be done to prevent this rise in criminal activity?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Test tip

You need to plan your essay to make sure your argument is logical, well organised, and easy to follow. Use the space below to plan your ideas and make a note of any words from this unit that you would like to use.

Plan your answer here:

Causes of crime

.....

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Possible solutions

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19 The media

Fame and the media, media bias

Fame and the media



1.1 **Look at the opinions and decide which ones you agree or disagree with.**

1 Reality TV shows are not very entertaining.
2 Reality TV shows are as popular now as ten years ago.
3 The main reason people take part in reality TV shows is because they want to be famous.
4 Newspapers increase public enthusiasm for reality TV shows.
5 Some reporters go too far when they pursue famous people.
6 Some people are famous for the wrong reasons.

1.2 ▶37 **Now listen to a conversation between Paul and Vickie and decide whether the opinions in 1.1 apply to ...**

A Paul B Vickie C both Paul and Vickie

1.3 ▶37 **Look at the words and phrases in the box associated with fame and use a dictionary to check the meaning of any you don't know. Then listen again. Which ones do the speakers use?**

shoot to fame worldwide phenomenon media attention in the public eye
high-profile in the headlines instant celebrities world-famous
become famous overnight tabloid press paparazzi prominent eminent
making headlines gossip columns new-found fame chief claim to fame earn fame

2.1 **Which part of the media are the following words associated with? Put them into the correct column. Some words belong in both columns.**

article reporter broadcaster viewer reader series print
publication listener tabloid episode publisher screen
the press headlines journalist online edition rolling news
live stream programme gossip column

Television and radio	Newspapers and magazines

V Vocabulary note

Infamous means famous for doing something bad, e.g. *Ronnie Biggs, the* ***infamous*** *train robber, died in 2001.*

Celebrity is used to refer to famous people: *They invited a* ***celebrity*** *along to open the event.*

The paparazzi are the photographers who follow celebrities around.

! Error warning

We use the preposition *for* with the word *famous*: *New Orleans is* ***famous for*** *its music.* NOT ~~*famous with / famous on*~~. *Famous* describes something that is well known by many people: *The Eiffel Tower is a* ***famous*** *building in Paris.*

We use *popular* to refer to things that are liked or used by a lot of people: *The train is the most* ***popular*** *form of transport in my home town.* NOT *the most famous form of transport*

2.2 **Complete the following answers to two Speaking test questions. Some of the words you need to use are in the table in 2.1, but you may need to use them in a different form.**

How do you think the media will change in the future?

Well, I think we are already moving from getting our news from [1]_____ articles and moving to digital, [2]_____ of newspapers. Then there's the [3]_____ we have on the TV day and night. This is actually moving online, too, with many TV companies offering a [4]_____ so you can watch the news on your computer or phone. I think we will soon blur the distinction between a [5]_____, a listener and a viewer because we will be doing all these things at the same time on the same website.

What is the role of the media in our society today? Do you think they do a good job?

Well, I think they have a responsibility to keep us informed about what's happening in the world. But unfortunately, sometimes they're more concerned about profits and so there are lots of sensational [6]_____ to try to persuade us to buy a newspaper, and sometimes as much prominence is given to a [7]_____ column as to the serious news stories. Of course, I realise that the media is also there to entertain people, but we need to bear in mind the impact it has on our society. For example, they should make sure that unsuitable content is kept away from children. The images that are [8]_____ on our television [9]_____ are often not suitable for children, and I think [10]_____ have a duty to warn parents about that.

! Error warning

The media refers to newspapers, magazines, radio and television and has a definite article.

Medium refers to a method or way of expressing something, e.g. *the print **medium** / through the **medium** of television. I believe television is the most effective **medium** for advertising.* NOT ~~*the most effective media*~~

Medium is singular and *media* is plural, but we don't always use a plural verb with it.

V Vocabulary note

Notice the following rules for the spelling of the words *programme* and *program*:

programme (UK only) = a show on television

program (US only) = a show on television

program (UK and US) = instructions for a computer (a verb and a noun)

Media bias

3.1 **Read the passage on the next page and write *YES, NO* or *NOT GIVEN* for questions 1–8.**

1 Baxter believes biased media reports reflect the attitude of the general public with regard to women in politics.

2 Baxter maintains that female politicians are treated more fairly on TV than in newspapers.

3 Baxter warns that the attitude of the media may lead to fewer women in politics.

4 Baxter suggests that the press try to show that female politicians make poor leaders.

5 According to Baxter, the general public is biased against the idea of female leaders.

6 In the tabloids, Baxter found fewer articles than anticipated about local politicians.

7 Most print media provide political reporting that is impartial.

8 Baxter should have included a wider range of newspapers in her study.

Regardless of their suitability, the moment a female candidate announces their intention of entering the political arena, the press immediately begin to speculate about the possibility of a female president of the United States. The media debate doesn't stop even if the candidate fails to get nominated as a candidate.

In her recent book, *Media Bias and Politics*, Susanna Baxter explores the press treatment of female presidential candidates from the1800s to the present day. Baxter contends that, while the public's attitude towards women in politics has evolved considerably, media coverage both on TV and in the press, has failed to keep pace and remains biased against them. We generally use the press as our primary source of information about political candidates. According to Baxter, it could therefore be argued that, by treating women unfairly, media reports not only impede the progress of female candidates but also inevitably deter women from taking part in the political process.

The book begins by examining the stereotypes that the media ascribes to female candidates, and asserts that, as well as portraying women as incompetent leaders, reporters also tend to describe them their according to their fashion choices. Baxter also concludes that reporting on male candidates is far more likely to concentrate on political issues and questions whether we are in fact ready for a woman president. She claims that this blatant media prejudice against women contradicts opinion polls that indicate voters would actually support a female candidate.

Baxter's study involved a detailed analysis of national broadsheets and one tabloid from each candidate's local area. In my view, the inevitable home-town bias of local newspapers could give a distorted view in terms of the number and length of articles they contain. Furthermore, when it comes to elections, the coverage in the majority of newspapers is generally tainted with political bias. Consequently, selecting only one newspaper from each town seems too small a sample to reach any decisive conclusion.

3.2 Find the verbs (1–6) in the reading passage and then match them with the correct definitions (a–f).

1 announce	a guess possible answers to a question
2 speculate	b discuss an idea carefully to discover more about it
3 explore / examine	c show or make clear
4 contend / argue / assert	d judge or decide something after some consideration
5 conclude	e state something is true or a fact
6 indicate	f state publicly

3.3 Which of the verbs in the box are used to say that something is *not certain* or *in doubt*, and which are used to say that something is *true* or a *fact*?

disagree question state debate cite contest challenge declare dispute

4 Complete the following sentences with the words in the box.

biased prejudiced influential subjective impartial

1 Some companies are _____ against taking on employees over 40.
2 The mass media is very _____ in our society and has a big impact on young people.
3 I think they're the best team here, but then I am _____ as I'm their teacher.
4 The judging of artistic works can be very _____; we need to find a way to make it more specific.
5 A good sports journalist tries to remain _____ and doesn't show support for any one team.

Test practice

Speaking

Part 1 (4–5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies, and familiar topics.

Test tip

Make sure you keep to the time limit and, if possible, record your response so that you can play it back at the end. Use as much new vocabulary as you can.

1 Do you work or are you a student?

2 Is it important to enjoy what you do? (Why? / Why not?)

3 Do you spend a lot of time with other people where you work or study? (Why? / Why not?)

4 Tell me about your home town in your country.

5 Is it a good place to visit? (Why? / Why not?)

6 What would you improve about your home town? (Why? / Why not?)

7 How often do you send letters or emails?

8 Do you prefer to write to someone or speak to them on the telephone? (Why?)

Part 2 (3–4 minutes)

The examiner will give you a topic like the one on the right and ask you to talk about it for one to two minutes. Before you talk, you have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a television show you have seen recently.
You should say:
- what it was about
- where and when you saw it
- what type of programme it was

and say why you enjoy this kind of show.

Part 3 (4–5 minutes)

The examiner will ask some more general questions which follow on from the topic in Part 2.

1 Is it better to read a book or watch TV?

2 Is it important for children to have books at home?

3 Should young people read newspapers?

4 Do you think we will read more or less in the future?

5 Is local news important?

6 Is there too much news these days?

7 Should news services be controlled by the government or by private business?

8 How easy is it for broadcasters and media outlets to manipulate public opinion?

20 A matter of taste

The arts, personal taste

The arts



1.1 38 **Listen to a recording and label the map. Write the correct letter A–H next to questions 1–6.**

1 ___ Sculpture garden
2 ___ Paintings
3 ___ Craft market
4 ___ Live music
5 ___ Meet the author
6 ___ Theatre in the park



1.2 **Use a dictionary to help you complete the table.**

Noun	Adjective	Noun	Adjective
figure		art	
creation		poetry	
imagination		music	
inspiration		fiction	
culture		drama	
originality		tradition	

1.3 COLLOCATION **Match the nouns in the box with the verbs they collocate with (1–6).**

a talent	a song	a play	art	a photograph	a film

1 compose / record / play _____
2 perform / rehearse / stage _____
3 take / pose for / publish _____
4 make / shoot / screen _____
5 create / exhibit / collect _____
6 have / cultivate / nurture _____

! Error warning

We use **the arts** (plural) to refer to all artistic fields, e.g. *Even ancient civilisations showed a love and appreciation of the arts.* NOT ~~*arts*~~

Art refers to a school subject, e.g. *I studied art at school* or a general concept, e.g. *Putting an empty milk bottle on display in a gallery doesn't make it art.*

1.4 **Now complete the sentences with the appropriate form of words from 1.2 and 1.3.**

1 Museums should e_____ indigenous art to help preserve t_____ art forms.
2 It's so hard to c_____ songs without any i_____. That's why I write about my experiences.
3 The original film was s_____ in black and white to make it more d_____.
4 Young people are very c_____ and we should do our best to n_____ their talents.
5 This is a theatre that prefers to s_____ plays based on o_____ writing rather than re-work the classics.

2 **Complete the sentences below with *NO MORE THAN TWO WORDS* from the passage.**

Rock engravings from the Copper Age found all over Europe in remote, hidden locations, indicate the artwork of the period was more than mere visual images, researchers believe. In fact, prehistoric humans enjoyed a primitive version of cinema, according to researchers. 'The cliff engravings … in our opinion are not just images but formed part of an audiovisual performance,' said Frederick Baker of the Museum of Archaeology and Anthropology at the University of Cambridge. 'There was still no moving image but the pictures created sequences like in animation … this was not just a treat for the eyes but also for the ears, as these rock engravings are especially found in locations with particular echoes.'

The scientists have now launched a joint project with Weimar's Bauhaus University in Germany to recreate these 'films', using computer technology to establish the sequence of images and animate them like in a cartoon. The 'movies', dating back to 4000–1000 BC, often depict dances or hunts, but interestingly never show death and rarely portray women, the project's coordinators said. The project is being conducted in Valcamonica, in Italy's northern Lombardy region, where the highest concentration of such engravings – some 100,000 pictures – can be found.

1 During the Copper Age, prehistoric people carved _____ in rock.
2 Scientists believe the rocks may have been used as a very basic form of _____.
3 Frederick Baker compared the ancient pictures to a modern-day _____.
4 The fact that _____ are present in the areas indicate that sound may have been involved.
5 The subjects covered by the images include _____ and _____.
6 One subject that does not appear is _____.
7 Depictions of _____ very seldom occur in the images.

Personal taste

3 COLLOCATION **Look at the phrases in the box with the word *taste*. Use a dictionary to help you choose the correct phrases to complete the sentences below.**

in bad taste	acquire a taste for	have good taste in
have poor taste in	suit all tastes	a matter of taste
(to) my taste	share the same tastes	diverse tastes

1 The jokes he made about the earthquake were _____ and quite offensive.

2 I'm not a good judge of art but I believe I _____ clothes.

3 My sister and I wanted to decorate our bedroom but we don't _____ so we could never agree on a colour!

4 Humour can be quite personal and subjective – it really is _____.

5 I have quite _____ in music – I enjoy opera and rap.

6 I've tried them often but I've never managed to _____ oysters.

7 I think it's virtually impossible to find a piece of music that will _____.

Vocabulary note

Taste can refer to the flavour of something, e.g. *I love the taste of chocolate*, or to the things that a person likes. It can be singular, referring to one particular thing, e.g. *He has good taste in clothes*, or plural when referring to more than one thing, e.g. *I have very expensive tastes.*

4 **Use a dictionary to help you replace the underlined words below with the adjectives in the box that have a similar meaning. There are two possible answers for each one.**

abysmal	joyless	humorous	monotonous	terrified
dismal	petrified	spectacular	tedious	thrilling
spine-chilling	hilarious	terrifying	gloomy	

1 The last movie I saw was supposed to be a really <u>funny</u> comedy, but I didn't laugh at all.

2 I was expecting the circus acts to be really daring and <u>exciting</u> to watch, but it was all a bit disappointing.

3 I really enjoy horror movies. I know it sounds strange, but I like the feeling of being <u>really scared</u>!

4 I've really enjoyed his plays before, but this one was so <u>boring</u> that I was asleep by the third act!

5 Last week I saw a horror movie, and the special effects were so realistic it was really <u>scary</u> to watch.

6 The play was supposed to be a tragedy, but the acting was so <u>bad</u> it made me want to laugh not cry!

7 I got so sick of the relentlessly <u>depressing</u> plot, I decided to read something more uplifting instead.

Error warning

Fun is a noun and also an adjective used to describe something you enjoy doing. *Funny* is an adjective used to describe something that makes you laugh: *I enjoyed riding on the roller coaster – it was really fun.* NOT ~~*it was really funny*~~

Be careful with *bored* and *boring*: *We had to wait in a queue for four hours, and I was really bored.* NOT ~~*I was really boring*~~

5 **Prepare to describe the last book you read (why you chose it, who wrote it, what it was about, what you thought of it) using as much new vocabulary as possible. When you are ready, record your answer if possible.**

Reading

You should spend about 20 minutes on ***Questions 1–13****, which are based on the Reading Passage below.*

Modern art shows its age

A In the Oscar Wilde novel *The Picture of Dorian Gray*, a man remains forever young while his painted portrait acquires the blemishes of his increasingly sinful life. The story exactly reverses our expectations – that while life is a process of constant change and decay, the masterpieces of art will endure. Any conservator will tell you, however, that things are not so simple. All material objects age; paper and silk discolor and turn brittle; painted surfaces crack and pigments darken or fade; even materials as durable as marble and bronze will change color and texture after prolonged contact with the elements.

B When it comes to works of modern art, the experimental embrace of new materials that gave the period much of its dynamism in the late 1800s and early 1900s poses a whole new set of challenges. These are not only technical but conceptual, since the use of the new materials – many of them never meant to last – often went hand in hand with a disdain for the traditional notion of the artwork as a precious artifact and embodiment of eternal values. A case in point was when the Busch-Reisinger Museum at Harvard recently acquired a sculpture made of dirt by the German artist Dieter Roth (1930–98). Conservators had to face the fact that their mission to preserve for future generations the culture of the moment would have to yield to accommodate materials chosen precisely because of their propensity to decay. 'Our natural inclination is to preserve objects,' explains Henry Lie, head of the Straus Center for Conservation at Harvard, 'but also to honor the artist's feelings of how they should change over time.'

C The recently established Center for the Technical Study of Modern Art at Harvard has been set up to grapple with the distinctive challenges posed by the art of the last century. Under the directorship of Carol Mancusi-Ungaro, the center will provide a road map to future conservators and a resource for scholars seeking to understand how works of modern art were made. The center has opened at a critical juncture in the afterlife of modernism. 'Establishing the center became urgent because these artists are disappearing,' said James Cuno, director of the Harvard University Art Museums. 'We need to know all we can about the materials they used, the way they used them, so that we can understand their achievement and how to treat these objects.' In establishing guidelines for the conservation of modern art, Ms Mancusi-Ungaro said that there is no substitute for the artist's voice. Hence a goal of the center is to create an archive of videotaped interviews with artists. 'With modern art there are no boundaries,' Ms. Mancusi-Ungaro said. 'Anything could be used, from industrial materials to edible materials. It's time to come to terms not only with what these materials are, but why the artist used them.'

D The problems for the conservator of modern art differ fundamentally from those that concern conservators of old master works, where the goal is to preserve as faithfully as possible the integrity of the original. A hands-off approach is dictated, where change is essential to the artist's meaning. Joseph Beuys, for instance, used organic materials like fat or honey precisely because of their tendency to change over time; to halt that process would be to falsify the work in critical ways. 'If the artist says: "My art is just for my lifetime. I don't care if it changes," then that is the attitude that the conservator has to adopt and to work with. If we make the object so precious that it's alien to the artist, that would be the worst thing we could do,' says Ms. Mancusi-Ungaro.

E Ms. Mancusi-Ungaro believes that artworks, like people, have a natural life cycle. 'It's impossible, if not misdirected, to try and make a work of art look the way it did when it was new,' she insisted. 'We have to accept aging, and in accepting, we have to understand what the artist was intending.' She recalled seeing a work by Robert Rauschenberg that had been damaged

and then meticulously restored. 'This was an example where a conservator came in and, with the best of intentions and the best of skills, restored something in a way that made it stand out as being not by Rauschenberg.'

F The establishment of the Center for the Technical Study of Modern Art signals the transformation of modernism from the art of the now to an art for the ages. That x-rays, ultraviolet and infrared photography, and chemical analysis – tools used to probe works centuries old – are now being employed on more recent art confirms that modernism has entered history. High-tech tools can not only help conservators understand how a work was made but, when sensitively deployed, can help them recover the living artist from the evidence of the mute painting.

G Such an approach is much in evidence in the exhibition Mondrian: The Trans-Atlantic Paintings, on view at the Busch-Reisinger Museum until July 22. The paintings there, begun by Piet Mondrian (1872–1944) in Europe and completed in New York, were scrutinized using the latest scientific techniques. In this case, technical analysis revealed something unexpected in the character of the notably reserved Mondrian. 'What really surprised me,' curator Ron Spronk recalled, 'was the vigor and the incredible energy, how laborious these re-workings were and to what length Mondrian went to attain these paintings' serenely abstract works. It seems certain that these tools will play a greater role in the preservation of modernism and in how future generations interpret its legacy.'

Questions 1–8

The Reading Passage has seven paragraphs, **A–G**.

Which paragraph contains the following information?

*Write the correct letter, **A–G**, next to questions 1–8.*

NB *You may use any letter more than once.*

1 two examples of living materials that one modern artist used

2 the medium that will be used to record modern artists' ideas about their art

3 the reason modern artists chose to use unusual materials

4 a mention of an unexpected discovery made when a series of paintings was analysed

5 the changes that occur in various substances over time

6 a mention of a painting featured in a work of fiction

7 a reference to a painting that was noticeably changed when it was repaired

8 a contrast between the restoration of modern art and more traditional works of art

Questions 9–13

Look at the following statements and the list of people below.

Match each statement with the correct person, ***A, B, C*** *or* ***D****.*

Write the correct letter, ***A, B, C*** *or* ***D*** *next to questions 9–13.*

9 Even food might be used as material for creating modern art.

10 There was a real need for a research centre for modern art.

11 We should try to understand the reasons why an artist chose materials that would decay over time.

12 We instinctively want to protect all works of art.

13 Modern technology will help people understand modern art in years to come.

List of people

A Henry Lie
B James Cuno
C Ms Mancusi-Ungaro
D Ron Spronk



Test tip

For matching questions like these, the people in the box will be in the same order as in the passage but the questions will be in a different order to the information in the passage. A good strategy is to circle or underline the people's names in the passage, read what they say very carefully and then decide which statement matches that information. You will not always need to use all of the people in the box.

Test four (Units 16–20)

1 power generally requires the building of a dam.
A Nuclear B Hydroelectric C Wind D Solar

2 One problem with wind is that they can spoil the natural environment.
A turbines B engines C panels D generators

3 If everyone less energy, then fossil fuels would last longer.
A generated B harnessed C consumed D conserved

4 Our coal produce harmful chemicals.
A mining B miners C minerals D mines

5 The government is seeking to carbon emissions from power stations.
A exhaust B decrease C curb D refuse

6 Although the country is rich in natural , they don't have the facilities to exploit them.
A resources B sources C fuels D electricity

7 Many banks don't have a reputation for good service.
A user B customer C consumer D creditor

8 Our small company with a much larger one last year and tripled in size.
A amalgamated B negotiated C promoted D calculated

9 Our business is so strong in Brazil that we've decided to set our own office there.
A down B in C up D on

10 I was put in charge 100 staff and had an annual turnover of $10 million.
A for B from C off D of

11 I didn't want to the deadline so I asked all of the staff to work overtime.
A make B miss C hold D take

12 We tend to university graduates and train them ourselves.
A take B sign C recruit D locate

13 These men are criminals with previous convictions for violent crime.
A repeat B tough C hardened D expert

14 If you a crime, you should be punished for it.
A commit B convict C charge D offend

15 There are marked differences in crime and the types of crime carried out by adults.
A petty B juvenile C young D youth

16 Children should be taught to accept the consequences their actions.
A for B about C of D from

17 Because of the extent of the damage caused, everyone was shocked that the vandals received such a punishment.
A strict B harsh C heavy D lenient

18 We really shouldn't acts of violence like this.
A oppose B agree C accuse D approve of

19 He to fame following an Oscar nomination for his role in Hamlet.
A shot B stepped C jumped D leapt

20 When it comes to advertising, our preferred is television.
A media B medium C channel D broadcast

21 There has been a lot of in the media as to who will be chosen to light the Olympic Flame.
A announcement B speculation C conclusion D assertion

22 It's important for the judges to remain so they are not told the names of the artists until the judging is complete.
A biased B prejudiced C impartial D subjective

23 I much prefer watching a play on the stage to watching it on
A broadcast B episode C show D screen

24 The serious newspapers decided not to run the story, but the featured it on their front pages.
A journals B articles C press D tabloids

25 There was an outcry when the gallery decided to the work of a convicted criminal.
A exhibit B create C cultivate D perform

26 You can see examples of his on our website.
A artistic B artwork C arts D artist

27 I enjoy most seafood but I have never managed to a taste for oysters.
A acquire B suit C share D receive

28 I like rap, rock and classical music, so my tastes are pretty
A common B sophisticated C expensive D diverse

29 The book was so that I fell asleep before I'd finished the first page.
A abhorrent B disheartening C tedious D thrilling

30 Using only very dark, black and white images, the film maker painted a very picture of the countryside.
A dismal B humorous C spectacular D hilarious

21 Learning vocabulary

Dictionaries, wordlists

Dictionaries

1.1 **Read the notes and choose words from the box to complete them.**

realise bilingual teaching phonemic translation
look mean pronunciation explain lists definitions
example sentences context grammatical informal
understand locations family frequent spelling

Study tip

Book versions of more advanced dictionaries can be very heavy to carry around so a CD-ROM version or mobile app (application software for your phone) may be a better purchase, e.g. *Cambridge Advanced Learner's Dictionary*.

Choosing a dictionary

Beginners

- often prefer to use a [1]_____ dictionary.

Advanced students

- should use a dictionary that does not rely on [2]_____ .

Reasons for using an English–English dictionary:

- Using a dictionary is the first step in learning new words.
- You can [3]_____ up the meaning of a word or phrase.
- You can check the [4]_____ of a word and if it has double letters.
- You can learn the correct [5]_____ of words in English, ideally on a recording or from the [6]_____ script.

Features of a good dictionary:

- Language is graded and aimed specifically at ESL/ELT learners.
- The [7]_____ explain the meaning of the word in a simple way.
- There are also [8]_____ that clearly contextualise the word.
- It helps you learn new words by telling you the word [9]_____ and if it is an adjective, noun or verb.
- It tells you [10]_____ information (e.g. plural form).
- It warns you if a word is taboo, i.e. too impolite or too [11]_____ to use in a formal situation.
- It tells how [12]_____ the word is and if it is mainly used for speaking or writing.
- It contains useful [13]_____ of academic words, prefixes, word families and idioms.

1.2 **Look at the definition of the word *practice* taken from the *Cambridge Advanced Learner's Dictionary* and answer the following questions.**

1 Which meaning of the word doesn't have a plural form? What tells you this?
2 What can you consult to find a list of words with a similar meaning?
3 Which form of the word collocates with *dental, medical* and *legal*?
4 Is the phrase *make a practice of* common?
5 Which three adjectives collocate with *practice* (regular activity)?
6 Look up the same word in a different dictionary to compare the information.

practice UK US /ˈpræk.tɪs/ *noun* ACTION

Word Building Extra Examples

1. [U] action rather than thought or ideas
It seemed like a good idea before we started, but in practice it was a disaster.
Officially, Robert's in charge, but in practice Hannah runs the office.
I can't see how your plan is going to work in practice.
How do you intend to put these proposals into practice, Mohamed?

SMART thesaurus

practice UK US /ˈpræk.tɪs/ *noun* REGULAR ACTIVITY

Extra Examples

2. [C or U] something that is usually or regularly done, often as a habit, tradition or custom
What can European companies learn from Japanese business practices?
It's common practice in the States to tip the hairdresser.
This is a cruel practice which should be banned immediately.
What is standard practice (= What is usually done) in a situation like this?
Newspaper editors have agreed a new code of practice on the invasion of privacy.

SMART thesaurus

3. **make a practice of *sth*** UK OLD-FASHIONED
to do something regularly
I'll do your washing for you this time, but I'm not going to make a practice of it.

SMART thesaurus

practice UK US /ˈpræk.tɪs/ *noun* TRAINING

Extra Examples

4. [C or U] when you do something regularly or repeatedly to improve your skill at doing it
I need to get some more practice before I take my driving test.
Are you coming to cricket practice this evening?
She's never at home because she spends all her free time at hockey practices.
You'll gradually get better at it - it's just a question of practice.
I'm a bit out of practice (= I haven't had any recent experience) but I'd love to play.
Do you mind if I have a few practice shots before we start the game?

SMART thesaurus

practice UK US /ˈpræk.tɪs/ *noun* WORK

5. [C] a job or business which involves a lot of skill or training
a dental/medical/veterinary/legal practice
Our practice is responsible for about five thousand patients.
She's decided to leave the Health Service and join a private practice.

1.3 **Use a dictionary to look up the words in italics and find the following.**

1 the noun form of *assume*
2 the opposite of *import*
3 the correct spelling of the past tense of *occur*
4 another noun form of the word *method*
5 a phrasal verb with *factor* which means 'to include something' when you are doing a calculation
6 an idiom with *labour* which means 'to work hard because you enjoy it not because you will receive money for it'

1.4 **Use a dictionary to help you choose the words in the box to complete the sentences below. You need to change the form of the words.**

correlate ultimate maintain derive legislate authority pursue proportion

1 The government are planning to introduce new _____ that will set a minimum wage for all.
2 Researchers found a positive _____ between computer access at home and student academic performance.
3 Many people spend a great deal of money in the _____ of happiness without ever finding it.
4 The school gave me an _____ because I had been absent for 40 days that year.
5 The survey found that a _____ number of politicians send their children to private schools.
6 Older houses generally require more _____ than more modern houses.
7 The students immediately fell quiet when they heard the _____ voice of their principal.
8 Botox is a protein which is _____ from a live bacteria.

Wordlists

2.1 In the following reading passage, three groups of words have been identified by underlining, bold or italics, and the rest are normal type. Read the passage and then match the types of words (1–4) in the key below with a–d.

A recent experiment by Shigeru Watanabe showed that the utterly un-artistic pigeon could be taught to **identify** 'good' and 'bad' children's artwork. How was the pigeon able to perform this feat and why should we care that it did?

Step back for a moment and look around your **environment.** Perhaps you're sitting at a desk, by a table, or near a window. Outside, you might see trees, grass, other people, birds, and flowers. **Despite** the fact that you're probably receiving only a small amount of **visual** information about many of these stimuli, it seems to be an effortless and unthinking **process** to classify these objects into their respective **categories. Categorising** these patterns of **visual** stimulation allows you to make sense of an often **complex** and chaotic world.

It might very well be the case that much of our substantial neural machinery is built to address this **complex** problem of object recognition; **nevertheless, identifying** so many different kinds of objects must surely be a difficult **computational task.** After all, we rarely see the same **version** of any of these objects again. Still, the **task** may be simplified by **constraints** on the appearance of these objects. Most birds have beaks and wings; most trees have tall brown trunks and green leafy branches, etc. As well, the trees, flowers, and grass will stay relatively still, **whereas** the birds and people will move in ways that are true to their biological nature.

Remarkably, when pigeons are suitably trained, they too can learn a **variety** of **visual categories.** We train the animals to report these **visual categories** by placing them into an *operant conditioning chamber* or *Skinner box*, a common **psychological** testing apparatus.

Key

1	high frequency words	a	underlined
2	low frequency words	b	**bold**
3	academic words	c	*italic*
4	technical words	d	normal type

2.2 Look at the passage again and answer these questions.

1 Which kind of words are most common?

2 Is it important to understand the meaning of the technical words?

Study tip

You can use specific wordlists to help you choose which words to learn. The words from **1.3** come from the *Academic Word List* by Averil Coxhead (Victoria University of Wellington, New Zealand). This list features words commonly used in academic texts, and you may find them in the IELTS Reading and Listening tests. Versions of the list are available online.

Vocabulary note

In 1953, Michael West published a *General Service List* (GSL) of the most frequently used words in English. The list contains over 2,000 headwords. According to West, anyone who knew the first 2,000 words on his list should be able to understand 80% of a written text. Furthermore, the first 1,000 words represent approximately 77% of a written text and the second 1,000 words make up around 5%.

Some people feel that West's list is no longer relevant, given its age (it contains words that are no longer in common usage, e.g. *shilling*, and lacks more recent words such as *plastic*, *digital*, *computer*, etc.). However, recent attempts to replicate the list show an agreement of 80%, and the differences are generally concerned with frequency rather than individual words.

In his book *Learning Vocabulary in Another Language*, I.S.P Nation writes: 'In general, high frequency words are so important that anything that teachers and learners can do to make sure they are learned is worth doing'.

2.3 **Look at the extracts (1–5). Decide what the words in italics mean based on their context.**

1 making *pseudoscientific* claims which are unsupported by scientific evidence
2 these products give skin a healthy *glow*
3 are more help than *hindrance*
4 pharmacists, doctors and *dermatologists*
5 the use of white lead to cover the face resulted in *hallucinations* and *convulsions*

a You can compare the word to others in a list.
b The word can be defined by an adjective.
c The word may be part of a cause and effect sentence.
d You can see if the word is compared with another word.
e The word can be defined by a relative clause.

2.4 **Working out a low-frequency word from its context can be done in a number of ways. Match the methods (a–e) with the extracts (1–5).**

3.1 **There are many ways to learn vocabulary. Tick the methods that you already use.**

1 ___ Choose words that look familiar first – you may remember them better.
2 ___ Choose the words you learn from a list of frequent words.
3 ___ Repeat words aloud so you remember the oral as well as visual aspect of the word.
4 ___ Use a mind map to link words together into a topic.
5 ___ Use a web browser to make a note of how a word is used.
6 ___ Ask other students or teachers about the word.
7 ___ Practise using the word with native English speakers.
8 ___ Look for the words in exam practice materials.
9 ___ Use a variety of techniques so you don't get bored.
10 ___ Use a system of index cards with a synonym, antonym and translation on the back.
11 ___ Use new words as often as possible.
12 ___ Use diagrams and pictures to illustrate new vocabulary.
13 ___ Use physical actions to help remember the words.
14 ___ Play games with words.
15 ___ Listen to recordings of words or make them yourself.
16 ___ Cover the words you learn and guess them from their synonyms and antonyms.
17 ___ Remember whether the word is formal, informal, positive or negative.
18 ___ Learn vocabulary in lists of 18 or 36 words and revise them before you learn the next set.
19 ___ Read English language newspapers and journals every day.
20 ___ Read factual passages on unfamiliar topics.

3.2 **Are there any other things you can add to the list of methods in 3.1?**

22 IELTS Reading

Reading skills, question types

Reading skills

1.1 Read the following extract from a passage and then answer the questions below.

To test the art discrimination abilities of pigeons, Watanabe first asked people to classify children's artwork as either 'good' or 'bad'. The pictures that were consistently classified as 'good' were placed into one group of pictures; those that were consistently classified as 'bad' were placed into a second group. The pigeons in this experiment were taught that pecking at the 'good' set of pictures would *yield* a grain reward, whereas pecking at the 'bad' ones would not do so. In an average of only 22 sessions, all of the pigeons that were so trained learned to *respond* most of the time to 'good' artwork and not to 'bad' artwork.

How had the pigeons done it? Although people might not immediately suspect this strategy, one possible way to solve this kind of discrimination task is to simply memorise most or all of the various pictures in each set, paying little attention to the categories themselves.

To test this possibility, Watanabe performed a generalisation test, in which new, similarly classified artwork was shown that the birds had never before seen. All of the birds were able to appropriately peck at the new 'good' pictures and to withhold pecking at the new 'bad' pictures. So, simple memorisation is probably not the main *avenue* by which they accomplished this complex visual discrimination.

Test tip

You have 20 minutes to answer 13 or 14 questions on each reading passage. Divide up your time and practise sticking to a time limit, e.g.

- 3–4 minutes – quickly read the passage and items (this will tell you the gist of the passage and the types of question you need to answer).
- 13–14 minutes to answer each question – if a question is taking longer than a minute, move on to the ones you can answer more easily and come back to it later.
- 3–4 minutes to check difficult questions and to transfer your answers (NB no extra time is given to transfer answers).

1 A word can have many meanings. Look at the words in italics in the extract and circle the meaning used in this context.

yield:	agree	produce	give up	bend/break	stop
respond:	react	reply	answer		
avenue:	road	possibility	method		

2 Pronouns can give referencing clues. Match the highlighted pronouns in the extract with the following. Two of the pronouns match one word/phrase.

pigeons _____ pictures _____ the experiment _____

3 Do the underlined phrases in the extract refer forwards or backwards?

this strategy _____ this possibility _____

1.2 **A native speaker can read 100 words in 20 seconds. This reading passage has four paragraphs, or sections, of approximately 100 words each. Use a stopwatch and try to read each section in 30 seconds. At the end of 30 seconds, if you haven't finished a section, skip to the start of the next one. Read this passage to answer questions 2.1 – 2.10.**

A Thirty years ago, two Hungarian educators, Laslo and Klara Polgar, decided to challenge the popular assumption that women don't succeed in areas requiring spatial thinking, such as chess. They wanted to make a point about the power of education. The Polgars home-schooled their three daughters, and as part of their education, the girls started playing chess with their parents at a very young age. Their systematic training and daily practice paid off. By 2000, all three daughters had been ranked in the top ten female players in the world. The youngest, Judit, had become a grandmaster at the age of 15, breaking the previous record by one month.

B To people who have never reached a high level of competition in sport, it may appear that excellence is simply the result of playing daily for many years. However, simply living in a cave doesn't make you a geologist. Not all practice makes perfect. You need a particular kind of practice – deliberate practice – to develop expertise. Deliberate practice entails considerable, specific, and sustained effort. To illustrate this point, let's imagine you are learning to play golf. In the early phases, you try to learn the basic strokes and focus on avoiding embarrassing mistakes such as hitting another player with a ball. You practise with novices like yourself and, in a surprisingly short time, your game improves. You work on your skills and practise until your strokes become automatic. Your golf game is now a social outing, in which you occasionally concentrate on your shots.

C However, from this point on, additional time on the golf course will not substantially improve your performance, which may remain at the same level for decades. Why does this happen? You don't improve, because when you are playing a game, you get only a single chance to make a shot from any given location. You don't get to figure out how you can correct mistakes. If you were allowed to take five to ten shots from the exact same location on the course, you would get more feedback on your technique and start to improve your control.

D This kind of deliberate practice can be adapted to developing any kind of skill. Deliberate practice involves two kinds of learning: improving the skills you already have and extending the reach and range of your skills. The enormous concentration required to undertake these twin tasks limits the amount of time you can spend doing them. The famous violinist Nathan Milstein wrote: 'Practise as much as you feel you can accomplish with concentration. Once I asked my mentor, Leopold Auer, how many hours I should practise, and he said, 'It really doesn't matter how long. If you practise with your fingers, no amount is enough. If you practise with your head, two hours is plenty.'

Question type 1

Objective items *(choose the correct answer A, B, C, D, etc.)*

2.1 MATCHING HEADINGS **Choose the best heading for section A.**

i High intelligence does not guarantee success

ii Disproving a commonly held belief about gender

iii Establishing a link between success and age

Test tip

Notice that the headings cover the main point of a section and matching information items focus on specific details within a section.

2.2 MATCHING INFORMATION **Which section (A–B) contains the following information?**

1 an explanation of the type of preparation required to succeed

2 the specific aim of one particular experiment

2.3 IDENTIFYING INFORMATION **Say if the following statements are *TRUE, FALSE* or *NOT GIVEN*.**

1 Laslo Polgar gave up work in order to teach his children.

2 Judit Polgar was one month younger than the previous holder of the title of youngest chess grandmaster.

Test tip

Notice that *True / False / Not given* items focus on concrete facts. *Yes / No / Not given* items are based on claims or opinions. The difference between *False / No* and *Not given* is that *False / No* items are the opposite of the information in the passage. *Not given* items are neither true nor false because the information is not included in the passage.

2.4 IDENTIFYING WRITER'S VIEWS/CLAIMS **Do the following statements reflect the claims of the writer? Write *YES, NO* or *NOT GIVEN*.**

1 Many people believe that women perform well in tasks requiring spatial thinking.

2 The Polgars might have produced the same results with a less punishing training schedule.

2.5 MULTIPLE CHOICE **Choose the correct letter, *A, B, C* or *D*.**

1 Why does the writer mention geologists in section B?

A to illustrate the need for deliberate practice

B to represent a broad range of scientific study

C to provide an example of a field of study requiring special expertise.

D to explain why physical ability may be necessary in some areas of science.

Test tip

For multiple choice items, you may need to choose more than one letter. These items might focus on the way language is used in the passage, the reason a word or phrase is used, or the meaning of one part of the passage or the whole passage.

2.6 MATCHING FEATURES **Scan the passage for the people listed in the box below and then match them with the statements (1–2).**

1 It is the quality rather than the quantity of practice that is the most important.

2 Males and females have equal chances of achieving success.

List of people	
A Polgar	B Milstein

Test tip

Here, the questions are not in the same order as the passage.

2.7 MATCHING SENTENCE ENDINGS **Choose the best ending for the following sentences.**

1 When people begin to learn a new skill they may

2 If people find it difficult to make any progress they should

A practise as often and for as long as possible.

B practise with people of a similar level.

C change the type of practice they do.

Test tip

Here, the sentence beginnings are in the same order as the information in the passage, but the sentence endings are out of order.

Question type 2

Productive items *(choose one or more words from the passage)*

2.8 SENTENCE COMPLETION **Complete the following sentences with *NO MORE THAN ONE WORD* from the passage.**

1 When people are learning a new skill, they often practise with other _____.

2 Deliberate practice cannot be done for a long period of time because it requires a great deal of _____.

Test tip

For all of the productive item types, pay careful attention to the type of word you need to find (a noun? a number? a date?). You will not score any marks if you write too many words or copy words incorrectly.

2.9 SHORT ANSWER QUESTIONS **Answer the questions with *NO MORE THAN TWO WORDS AND/OR A NUMBER* from the passage.**

1 Where were Laslo and Klara's children educated?

2 In what year did the Polgars achieve their aim?

Test tip

The following item types are based on concrete facts in the passage and you may need to write a number. Use figures not words to avoid making spelling mistakes.

2.10 SUMMARY, NOTE, TABLE, FLOW CHART, COMPLETION

Complete the following notes with no more than *ONE WORD AND/OR A NUMBER* from the passage.

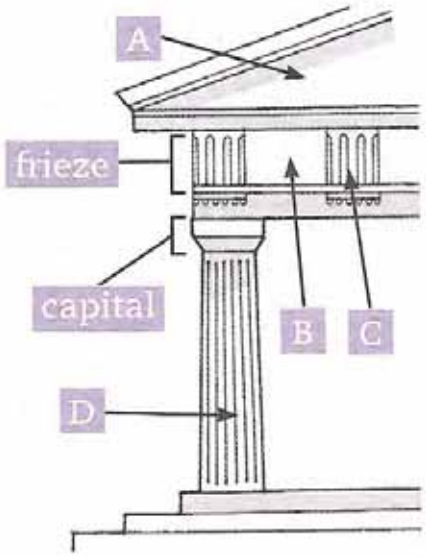
Deliberate practice

- requires a great deal of focused **1**_____ over a long period of time.
- according to Milstein, practising for **2**_____ hours each day may be enough to become an expert.

2.11 DIAGRAM LABELS **In some reading passages, you will have to label a diagram. Greek Doric columns are described in the passage below. Write the correct letter, A–E, for each part of the column (1–4).**

1 metope ___ 3 triglyph ___

2 shaft ___ 4 pediment ___



The Doric order of architecture is very plain, but powerful-looking in its design. Of the main classical styles found in Greece, Doric columns are the simplest and the capital at the top has two pieces. The tall, vertical shaft of the column has 20 sides and stands directly on the flat pavement of the temple. There is no base in the Doric order. The area above the column is called the frieze. This consists of the metopes and triglyphs. The metope is a plain rectangular element that fills the space between two decorated triglyphs. The triglyphs are thought to represent wooden beam ends. The frieze supports the roof section including the large triangular pediment.

Study tip

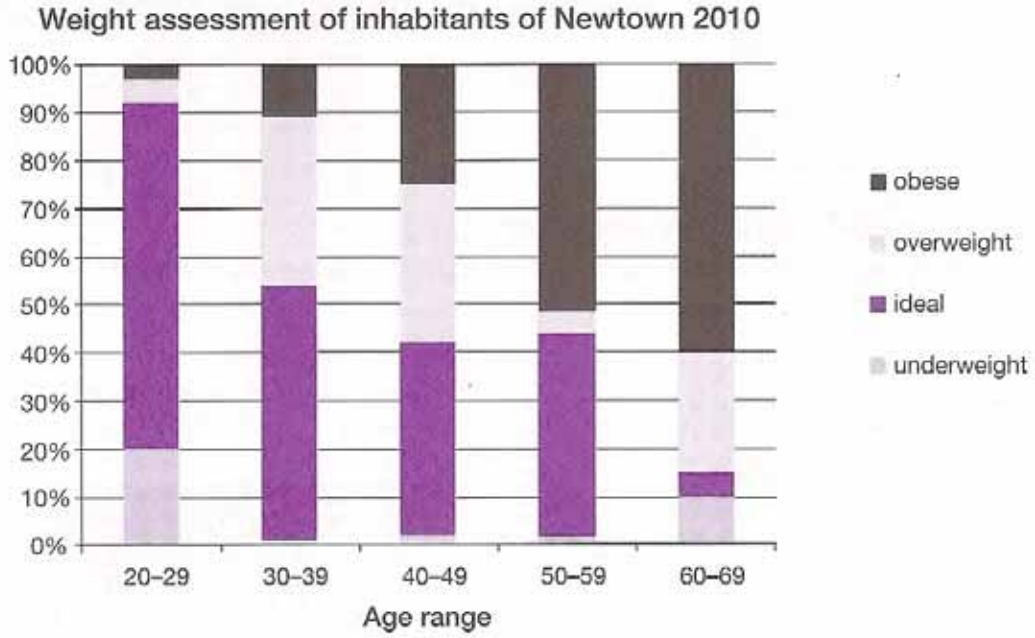
When you have answered the questions in this book, look over the passages and study the vocabulary used. Make a note of any words you think are useful. Remember, technical words and low-frequency words may not be useful for you to record and learn.

23 IELTS Writing

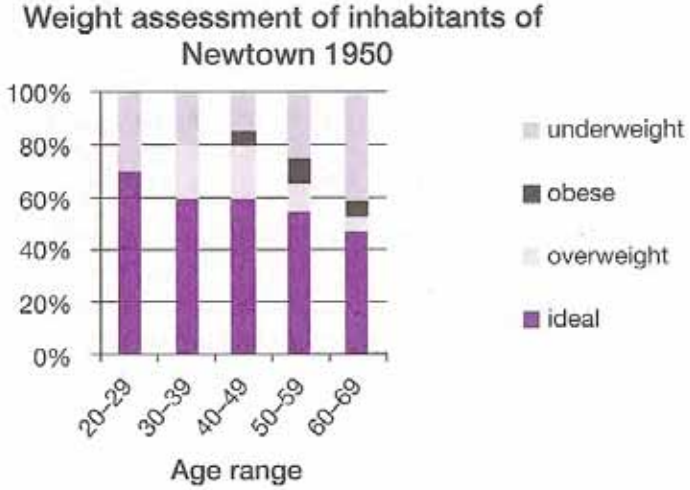
Writing Task 1, Writing Task 2

Writing Task 1

1.1 **In Writing Task 1, you may be asked to describe facts or figures presented in a chart or graph. Describe the following bar chart. Make sure you include an introduction, overview and all the most noticeable trends. You will have to include all the age groups, all the weight categories, the percentage figures and main trends.**



1.2 **Now look at the bar chart for 1950 and think about how you might describe it.**



Error warning

Be careful of the following common errors when describing numbers.

amount and *number*: *amount* is used with uncountable nouns; *number* is used with countable nouns, e.g. *The chart shows the* ***amount of traffic*** *in the city between 1950 and 2000.* NOT ~~*number of traffic*~~

per cent and *percentage*: *per cent* is always used with a number; *percentage* is used on its own without a number, e.g. *The chart shows the* ***percentage of*** *females enrolled in tertiary education.* NOT ~~*the per cent of females*~~. *According to the graph,* ***five per cent*** *of all government spending was on education.* NOT ~~*five percentage*~~

1.3 **In Writing Task 1, you may be asked to describe one chart or compare two. Read the model answer below, which refers to the charts in 1.1 and 1.2. Choose the correct alternative for each gap.**

The charts provide an analysis of the weight issues among the residents of the town of Newtown in 1950 and in 2010.

In 1950, the youngest age group had the fewest [1]*number / amount* of weight issues, with more than 70% of 20–29-year-olds being assessed as having a healthy weight. In the same year, excess weight was only a significant problem among 40–49-year-olds, 20–30% of whom were classified as either overweight or obese. In fact, being underweight was a more significant problem affecting more than twenty [2]*per cent / percentage* of each age group, and the elderly in particular, with 40% of the over 60s being classified as underweight.

In stark contrast to this, [3]*for / in* 2010, being underweight was only a problem among 20–29-year olds, with 20% obtaining this diagnosis, and the number of underweight elderly people had fallen [4]*by / to* 10%. The charts clearly show that, in modern times, obesity poses a considerable problem from the age of 30 upwards. In fact, there was a [5]*steadily / steady* increase in this problem in almost every age group over 29 until the age of 60, when the vast majority are considered to have an unhealthy weight. It is important to note that, by the age of 60, less than 50% of each age group was considered to have a perfect weight by the year 2010. This is a fall [6]*in / of* 10% compared [7]*of / to* the same age group in 1950.

When [8]*compared / comparing* the two years, it is clear that there has been a significant increase [9]*in / of* the number of obese people in Newtown, and there was a general drop [10]*of / in* the number of underweight people between 1950 and 2010.

! Error warning

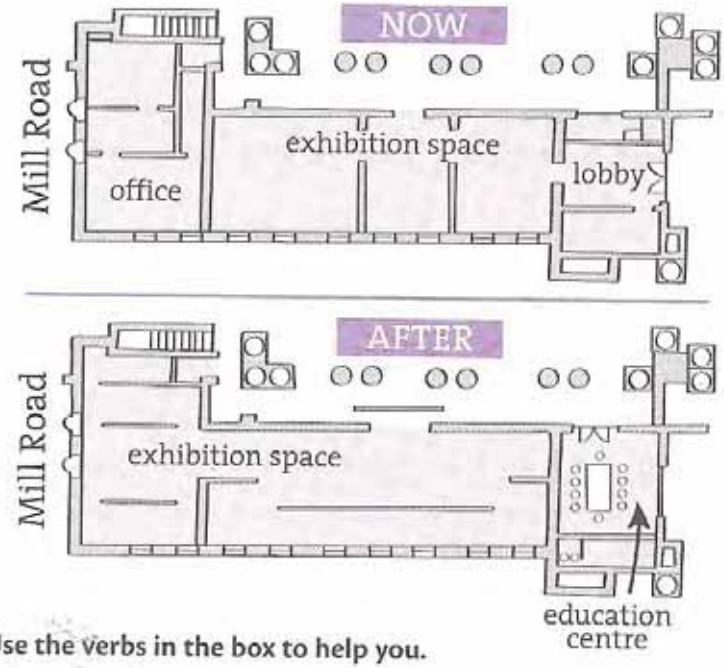
Be careful of the following common errors when describing changes in numbers.

There was an **increase of** *20% between 1950 and 2010.* NOT ~~*an increase in 20%*~~

There was an **increase in** *obesity between 1950 and 2010.* NOT ~~*increase of obesity*~~

2.1 **You may need to describe how a process works using a diagram, or describe a map or plan. Study the following question.**

The plans show proposed changes to a university art gallery.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



2.2 **The words in the box can be used to describe the diagrams in 2.1. Decide if they mean *now* or *after*.**

proposed current future existing planned
expected at present anticipated prospective

2.3 **Now write your answer to the question in 2.1. Use the verbs in the box to help you.**

enlarge widen divide replace move convert relocate
demolish renovate extend develop modify

Writing Task 2

3.1 **Look at the Writing test question and at the ideas below and decide whether they are an advantage, a disadvantage or completely irrelevant to the question.**

Tourism has increased so much over the last 50 years that it is having a mainly negative impact on local inhabitants and the environment. However, others claim that it is good for the economy.

Discuss the advantages and disadvantages of tourism and give your own opinion.

environmental damage
climate change
expenses associated with travel
local people have more money to spend
graffiti or littering
infrastructure improves
erosion from water sports
boost to the economy
places I would like to visit
erosion of local culture and customs
increased jobs
damage to historical monuments
local government may have more money to spend on environment

Test tip

Writing Task 2 is worth more marks than Writing Task 1 so it's important to allow a full 40 minutes of your total exam time to work on Writing Task 2. You will lose a lot of marks if either task is too short.

Consider your own writing. Which of the descriptions on page 123 do you think matches your level? Look at the level you are aiming for and pay particular attention to the words in bold.

Error warning

The top 11 most common spelling mistakes for candidates in Band Score 6 and above are:

government; environment; their; different; believe; percentage; society; until; which; nowadays; definitely.

All of these are high-frequency words in the IELTS test.

3.2 **Once you have decided which ideas to include, you need to organise and link them so that the meaning is clear and the message is easy to follow. Choose the correct alternative to complete these sentences.**

1 *Although / Despite / However* there are clear benefits of tourism, there are also several drawbacks.
2 *Although / Despite / However* the fact that tourism has clear benefits, there are also several drawbacks.
3 Tourism clearly has many benefits. *Although / Despite / However*, it also has considerable drawbacks.
4 Several important historical monuments are showing signs of damage *because of / because* the thoughtless acts of tourists.
5 Several important historical monuments are showing damage *because of / because* tourists have behaved irresponsibly.
6 The government could try to introduce *a / the* system which limits the number of tourists allowed into an area.
7 Additional facilities such as *the / –* extra buses could be provided during the tourist season.

3.3 **Look at the three introductions to different candidate responses to the Writing Task 2 question in 3.1. Which of the scripts ...**

1 sounds natural?
2 copies words from the question?
3 has a few careless spelling mistakes?
4 has occasional errors in word formation?

	Script	Band
A	Nowdays the majority of people go abroad for trip. Following this, International tourism has impacted huge financial profit to a lot of popular places. In this essay, I shall discuss how the tourism effect to local inhabitants and the enviroment and examine the advantages of tourism and the disadvantages.	
B	Aviation technology has been developing dramaticaly, with the result that tourism has been enormously popular in developed and developping countries. Nevertheless, this issue of whether international tourism is beneficial for our quality of life, especially local inhabitants and the environment, has become a matter of debate. In my opinion, it is definitly a beneficial impact of there life and environment for the three main areas.	
C	Whether or not tourist places benifit from international tourism is a debatable issue. Some might say that economic benefits for locals are huge, and that is actually the only thing that counts, while others will say that during the tourist season all tourist destinations are overcrowded, therefore is it almost impossible to live normal every-day life there. This two groups are obviously extrems. So, in my opinion, the real truth is somewhere in the middle.	

3.4 **Correct as many mistakes as you can find in the introductions in 3.3.**

3.5 **Look at the IELTS Band Scores awarded for lexical resource. Decide what score you think each introduction in 3.3 would be awarded.**

Band	Lexical resource
9	• uses a **wide** range of vocabulary with very **natural** and **sophisticated** control of lexical features; rare minor errors occur only as 'slips'
8	• uses a **wide** range of vocabulary fluently and flexibly to convey **precise** meanings • skilfully uses **uncommon** lexical items but there may be **occasional** inaccuracies in word choice and **collocation** • produces rare errors in spelling and/or word formation
7	• uses a **sufficient** range of vocabulary to allow some flexibility and precision • uses **less common** lexical items with some awareness of **style** and collocation • may produce **occasional** errors in word choice, spelling and/or word formation
6	• uses an **adequate** range of vocabulary for the task • **attempts** to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not **impede communication**
5	• uses a **limited** range of vocabulary, but this is minimally adequate for the task • may make **noticeable** errors in spelling and/or word formation that may **cause some difficulty** for the reader

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3.6 **Now write a full answer to Writing Task 2 in 3.1.**

24 IELTS Listening

Section 1 and 2, Section 3 and 4

Section 1 and 2

1.1 **In Section 1 and 2 you may need to write numbers or names that are spelt out for you. Practise saying the following numbers.**

a	15	50	f	21st	23rd
b	32	42	g	22nd	27th
c	65	55	h	31st	34th
d	13	30	i	26	26th
e	18	80	j	40th	14th

Test tip

Because you will hear each section once only you need to listen carefully to all parts of the test. Don't lose careless marks in Section 1 and 2. If you are asked to write a word, listen to whether there is an 's' at the end. Make sure you take the word from the recording. You won't need to change the words.

1.2 ▶39 **Listen and circle the number that you hear.**

1.3 ▶40 **Listen and complete the sentences with *NO MORE THAN THREE WORDS AND/OR A NUMBER.***

1 Peter lives at _____, Hamilton.

2 The best number to call Mrs Smith on is _____.

3 The guests should go to the _____ restaurant for a full breakfast.

2.1 ▶41 **Listen and match the ideas in A–E with the ideas that you hear (1–5).**

A	You need to be physically fit.	1	___
B	It's not a very suitable location.	2	___
C	The views are lovely.	3	___
D	The train services are good.	4	___
E	You can work any time.	5	___

2.2 **Match the headings (1–7) with the correct word or phrase (a–g).**

1	Accommodation	a	saves money
2	Occupation	b	ferry
3	Problems	c	plumber
4	Facilities	d	library
5	Hobbies	e	caravan
6	Transportation	f	disease
7	Advantages	g	sewing

Test tip

Notes completion or table completion items have headings that help you identify the type of word or information you need to listen for.

Section 3 and 4

3.1 **In Section 3 and 4, you will be asked to process or interpret information based on academic topics. Match the words from the *Academic Wordlist*, (1–10) with the correct synonym (a–j). Use a dictionary to help you if necessary.**

1	analyse	a	importance
2	approach	b	translate
3	evidence	c	change
4	percentage	d	idea
5	interpret	e	guess
6	vary	f	proportion
7	response	g	method
8	theory	h	proof
9	significance	i	answer
10	estimate	j	study

Test tip

Remember the questions will all be in the same order as the information in the recording. Use the information on the question paper to help you follow the talk or conversation. Use the time you are given between each section to prepare for the next section.

3.2 42 **Context is important because many words can have more than one meaning. Listen and circle the synonym of the words in bold that match the context that you hear.**

1	**APPROACH**	come near	method
2	**FIELD**	land	discipline
3	**FASHION**	clothes	manufacture
4	**INTERPRET**	translate	explain
5	**ILLUSTRATE**	show	draw
6	**POSE**	pretend	cause
7	**SPHERE**	ball	area

4.1 43 **In the Listening test, you may be asked to match possible answers with the questions. Look at the question below. Before you listen, underline key words that you will need to listen out for.**

*Listen to two students discussing animal psychology. Choose three answers from the box and write the correct letter **(A–F)** next to questions 1–3.*

1 Elephants

2 Capuchin monkeys

3 Scrub jays

A	can only perform tricks
B	could open their enclosure
C	are able to plan ahead
D	are able to use tools
E	show self-awareness
F	are able to show emotions

4.2 **Match the nouns in the box with their synonyms in italics from the conversation in 4.1.**

contradicts	prove	shown	doubtful	measure	results	ability	decide	awareness

1 Did you see the *findings* on the elephants at the Bronx Zoo?
2 The research team were able to *establish* that the animals knew they were looking at their own image.
3 No other animal apart from humans has *demonstrated* that kind of *consciousness*.
4 A lot of people are still *sceptical* about animal intelligence.
5 Well, the monkey case study certainly *disproves* that theory!
6 They can also *gauge* how long they can keep the food.
7 So, it basically has a planning *capability*.
8 It's amazing to think an animal can *determine* its potential food supply like that, isn't it?

4.3 **The following words are common in the academic contexts in Listening Section 3. Match the words (1–10) with the definitions (a–j).**

1	assignment	a	a detailed account of the development of a person, group or thing
2	journal	b	a period of study involving a small group
3	presentation	c	practical activities done outside of your school
4	dissertation	d	the buildings of a college or university and the surrounding land
5	tutorial	e	a task or piece of work students are asked to complete
6	study	f	a university teacher who works with one student or a small group
7	fieldwork	g	a formal talk giving information about something
8	campus	h	a long piece of writing on a particular subject
9	case study	i	a specialist magazine
10	tutor	j	the examination of a subject in detail to discover new information

4.4 **Use a word from 4.3 to complete the following sentences.**

1 The _____ is only to write a brief summary but it's taking forever and it's due in on Friday!
2 This is the main university _____, which boasts superb facilities.
3 By the end of this week you should have booked a half-hour _____ to discuss your progress.
4 I usually dread having to give any kind of _____ but I'm pretty well-prepared for this one.
5 If you refer to an extract from a particular _____ or periodical, you'll need to put that in the bibliography, too.
6 It's a Swedish _____ published in the *Scandinavian Science Quarterly*.
7 Professor Atkins is the course _____ and lecturer in physical chemistry.
8 We conducted extensive, topographical _____ in the region.

4.5 **43** **Listen to the recording again. Which words from 4.3 are used by the students?**

5.1 ▶44 **In Section 4, you may be asked to complete a set of notes. Listen and complete the notes below with *NO MORE THAN ONE WORD* for each answer.**

Animal Intelligence

Previous studies

2001 Monkeys and their use of **1** _____

2007 Birds and their ability to **2** _____

Challenges

i) Need to have the animals' **3** _____

ii) Expense: need for extra staff

iii) Facilities: need for extra **4** _____

Current study

Elephants at the Bronx Zoo

Test tip

For notes completion items, use the headings and the other information on your question paper to help guide *you through the task.*

5.2 **Match the words from the recording (1–10) with the correct meaning (a–j). Use a dictionary to help you if necessary.**

1	conduct	a	task
2	a stir	b	excitement
3	spur	c	carry out
4	expand	d	help
5	peculiar	e	time-consuming
6	prolonged	f	specific
7	supplementary	g	additional
8	assist	h	increase in size
9	arduous	i	encourage
10	chore	j	difficult

5.3 **Each time before you listen, use the time you are given to read the questions to predict the topic. Look at the extract below from Unit 1 Test practice and say if the talk will be about**

A ways of assessing intelligence

B subjects you should study

C how to be a better student

D educational methods

- Other intelligences are not generally included because they are too **5**

Uses in education

- Adapt activities to suit the type of student you are, e.g.
- a kinaesthetic type learner will not learn well from a **6** – they would learn better from taking part in a **7**
- visual learners could create their own **8**

25 IELTS Speaking

Part 1, Part 2, Part 3

Part 1

1.1 **In Part 1 of the Speaking test, you will be asked a series of questions about yourself. Look at these questions and think about how you would answer them.**

1 How often do you go to the cinema?
2 How do you usually spend your weekends?
3 What did you do last weekend?
4 Are you planning to visit anywhere special soon?
5 What job would you like to do in the future?

Test tip

When you enter the test room, remember to smile and act confidently. Like all interviews, the first impression you make is extremely important. First, the examiner will ask for details about your identity for security reasons. The test starts when the examiner says: 'Now in this first part, I'd like to ask you some questions about yourself'.

1.2 **In the Speaking test, the score is based on four areas: fluency and cohesion (how well ideas are linked together), lexical resource (vocabulary and phrases), grammar and pronunciation. Read the summary of what a candidate should achieve in 'fluency and cohesion' and 'lexical resource' to achieve the following Band Scores.**

6	7	8
• is willing to speak at length, though may lose coherence at times due to **occasional repetition**, self-correction or hesitation • **uses a range of connectives** and discourse markers but **not always appropriately** • has a **wide enough vocabulary to discuss topics at length and make meaning clear** in spite of inappropriacies • **generally paraphrases successfully** • uses a range of pronunciation features with mixed control • can generally be understood throughout, though **mispronunciation of individual words or sounds reduces clarity at times**	• may demonstrate language-related **hesitation at times**, or some repetition and/or self-correction • uses **a range of connectives** and discourse markers with some flexibility • uses lexical resource **flexibly** to **discuss a variety of topics** • uses **some less common** and **idiomatic vocabulary** and shows some **awareness of** style and **collocation**, with some inappropriate choices • **uses paraphrase effectively** • shows all the positive features of Band Score 6 and some, but not all, of the positive features of Band Score 8	• speaks fluently with **only occasional repetition** or self-correction; **hesitation is** usually content-related and **only rarely to search for language** • uses a **wide vocabulary** resource readily and flexibly **to convey precise meaning** • **uses less common and idiomatic vocabulary** skilfully, with occasional inaccuracies • **uses paraphrase effectively** • produces a majority of error-free sentences with **only very occasional inappropriacies** or errors • uses a **wide range of pronunciation features** • is **easy to understand** throughout

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1.3 **Which band do you think describes the following extracts? Which extract would be below band 6? Why? NB Pronunciation and grammar will also be taken into consideration for a final Band Score.**

1 I usually go to shopping and I see my family and I see my friends and I go to work.

2 Erm, let me see, yes, actually, I'm planning on visiting my uncle and his family in Canada. I haven't seen them for about three years now, so I'm really looking forward to do it. He's working in a, as a, well, a type of accountant, in a large multinational accountancy firm. I'm not really sure how to explain it in English, but he's a very important man for his company. He's quite high up and my family is very proud of his achievements.

3 Well, on Saturdays I would normally get up quite early and doing some exercise, because I'm a bit of a fitness fanatic. Then, after that, I just try to relax as much as I can. I think it's important to relax because relaxing is good for the body and it also helps me studying better during the week.

1.4 **Which band do you think describes your level? What about the level you would like to be? Correct any mistakes you can find in the three extracts in 1.3 and think about what you need to do to improve answers 1, 2 and 3.**

2.1 PRONUNCIATION **The phonemic chart can help you practise difficult sounds. Look at the chart and make a note of the vowel sounds that don't exist in your own language. These are the ones you will need to practise the most.**

iː READ	ɪ SIT	ʊ BOOK	uː TOO	ɪə HERE	eɪ DAY	i FORTY
e MEN	ə AMERICA	ɜː WORD	ɔː SORT	ʊə TOUR	ɔɪ BOY	əʊ GO
æ CAT	ʌ BUT	ɑː PART	ɒ NOT	eə WEAR	ɑɪ MY	ɑʊ HOW

Study tip

Use the recording scripts and recordings to help you improve your intonation, stress and pronunciation. Play the recording at a low volume but loud enough for you to hear. Try to keep pace with the recording as you read the script out loud and copy the stress patterns and intonation as much as possible.

2.2 PRONUNCIATION **Write the words in the box under the correct symbol in the chart below, according to the way the underlined vowels are pronounced.**

happy stop explode love year soil third deny shoe pair can't paint heal you're butcher found women succeed talk health hand

iː	ɪ	ʊ	uː	ɪə	eɪ	i
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
æ	ʌ	ɑː	ɒ	eə	ɑɪ	ɑʊ

Part 2

3.1 **In Part 2 of the Speaking test, you will be asked to talk about a topic for about two minutes. You are given time to make notes beforehand. Look at the following question and then write notes in the correct parts of the mind map.**

Describe a person who has greatly influenced you in your life.

You should say:

- how you know them
- where or how you first met them
- what is special about them

and explain how this person has influenced you so much.



You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes if you wish.

3.2 **The way that you link your ideas is as important in the Speaking test as it is in the Writing test. Look at the following answer to the question in 3.1 and complete it with the words and phrases in the box.**

What I mean is But in spite of all of that So, I would say that's
Because of that That's because When it comes to On top of that that's the reason

When I think about a person who has influenced me a great deal in my life, the first person who comes to mind is my grandfather. [1]_____, when he was young, he had a really hard life. His family had to work very hard and they didn't have a lot of money. So they couldn't afford for him to go to school, and when he was only 14, he had to go to work in the family business. [2]_____, his own father became very ill so he and his mother had to work extremely hard to make enough money to keep his family together. [3]_____, whenever I think of my grandfather, I think of a man who is always happy and smiling. I think [4]_____ what makes him special – his outlook on life is always so positive. [5]_____ the way that he's influenced me, I think he's made me a calmer person. [6]_____, he helped me to see that you can achieve a lot just by persevering and getting on with whatever task needs to be done. You see, my grandfather used to look after me when I was very small and he would build things with me. But I was very impatient and if we didn't get it finished quickly, I would become very angry. But my grandfather taught me to relax and enjoy the work and to not always be in a hurry to get it finished. [7]_____, I learned to slow down. And I'm sure [8]_____ why I enjoy my work and my studies now. [9]_____ he has been a very big influence in my life so far.

3.3 **Look at some of the following ways of keeping talking. Then, if possible, record yourself giving your talk to answer the question in 3.1. Try to use some of the words in your notes and in the box above.**

Hmm, I'm not really sure about ..., but I think ...

Well, I suppose if I had to choose one thing, it would be ...

Well, I haven't really thought about this very much, but ...

Part 3

4.1 **In Part 3, the final part of the Speaking test, you will have more opportunities to show your higher-level vocabulary and especially to show that you can use your 'lexical resource flexibly to discuss a variety of topics'. Look at the following beginnings of answers and match each one with the most appropriate question below.**

A

Well, I think you only have to look at the mountains of rubbish we throw away each day and each year to see the biggest problem.

B

That may be true to a certain extent, but I don't think it's true for everybody.

C

That's true, I suppose. I mean, just look at how popular gossip columns are.

D

I'm not so sure about that, maybe the reverse will be true. What I mean is, if the population is ageing, and our cities become too crowded, maybe people will start to move out of the cities instead of into them.

E

Well, I think it depends on what you mean by progress. Do you mean technological progress or progress in terms of the way we live?

F

Well, I think they used to be, but nowadays there are so many other sources that are more immediate that it's difficult to say.

G

Hmm, that's an interesting question. I think many of the things we've achieved are positive, for example, the medical advances we've made. But on the other hand ...

H

I don't think they exist any more, do they? Actually, no, that's not true, my last neighbour was extremely friendly and helpful.

1 In what way do you think advances in our scientific knowledge will change our lives in the future?
2 In your opinion, what makes a good neighbour?
3 Some people think we are too influenced by celebrities these days. What's your opinion?
4 Are newspapers the best source of news?
5 Some people believe that in the future, everyone will live in cities. Do you agree?
6 What negative effects does our consumer society have on our life?
7 Is progress always a good thing?
8 Do you agree that workers would like the retirement age to be lowered?

4.2 **Now try to answer the questions. Give as long and full an answer as you can. If possible, record your answers and then listen to them carefully. Can you improve your answers?**

Test tip

Part 3 is designed to show how well you can answer less personal questions. Avoid talking about yourself. It is better to use examples that are currently in the news or compare what happens in your country to what happens in other countries or regions.
A well-structured answer with causes, results, reasons, examples and opinions will help you speak for longer and make a much better impression on the examiner.

Test five (Units 21–25)

1 I like to work through a list of words rather than just study random vocabulary.
A phonemic **B** important **C** frequent **D** idiom

2 A dictionary is more suitable for elementary level students than advanced students.
A monolingual **B** multilingual **C** linguistic **D** bilingual

3 In a reading text, you may be able to work out the meaning of a word from its
A spelling **B** position **C** context **D** opposite

4 IELTS reading and listening questions often feature of the words in the text.
A synonyms **B** homonyms **C** acronyms **D** antonyms

5 A good dictionary will tell you if a word is and so may cause offence.
A typical **B** taboo **C** topical **D** tactful

6 The workers were given an to return to work by the end of the day or they would be sacked.
A ultimatum **B** ultimate **C** ultimata **D** untilmatum

7 It's important to 'speed read' a text before answering any questions to get the of the topic.
A gist **B** understanding **C** meaning **D** context

8 When reading a text, remember that some words may backwards to something mentioned earlier in the text.
A reference **B** lead **C** infer **D** refer

9 New technology has opened up a new of research.
A road **B** drive **C** possibility **D** avenue

10 , no one in the audience noticed when the heel of my shoe fell off.
A Surreptitiously **B** Surprisingly **C** Supremely **D** Shockingly

11 Although he was only a , he realised the change was a significant one and notified his supervisor.
A mentor **B** member **C** novice **D** expert

12 It's important to new words if you want to widen your vocabulary.
A realise **B** practise **C** expertise **D** exercise

13 Almost of the people involved in the study had completed tertiary education.
A all **B** majority **C** every **D** each

14 The chart shows the of traffic on the roads in 1900 and in 2000.
A number **B** figure **C** amount **D** percent

15 There was a dramatic increase the number of female students from 1965 onwards.
A of **B** by **C** in **D** for

16 In to the number of female students, the number of male students remained steady throughout this period.
A compared B comparison C comparing D compare

17 the drawbacks of this method, it is by far the most economical approach to take.
A Although B However C Consequently D Despite

18 This is by far the most economical method, ... there are certain drawbacks.
A although B even C despite D in spite of

19 Next week we have to give a on this topic to the class.
A presentation B project C assignment D thesis

20 You will hear a about some recent research into climate change.
A lecturer B lecture C tutorial D tutor

21 I chose this course because of the I find it much more interesting than being stuck in a lecture theatre.
A study B theory C thesis D fieldwork

22 It's important to understand the for the accident if we want to prevent this from happening again.
A actions B consequences C reasons D results

23 We really need to adopt a new to the problem.
A approach B discussion C tackle D method

24 She's an expert in her and advises the government on policy.
A field B activity C interest D land

25 We currently lack the to predict where an earthquake will strike.
A capability B enablement C possibility D manner

26 Finding a number of coins allowed us to the approximate age of the site.
A control B score C determine D discriminate

27 What I by that is, we are more aware now of the harmful effects that smoking can have on everyone around you.
A say B mean C state D mind

28 The word worse rhymes with the word
A talks B force C rocks D purse

29 I think my father's attitude to work me a great deal.
A learned B influenced C impacted D effected

30 In the Speaking and Writing tests, you will be penalised if you use too much
A range B flexibility C paraphrase D repetition

Answer key

Unit 1

1.2

1 neighbour; eccentric
2 friend; clumsy; cheerful
3 colleague/team-mate/co-worker; indecisive

1.3

Positive qualities	Negative qualities
assertive	anxious
charming	apprehensive
cheerful	clumsy
self-confident	cynical
sensible	egotistical
tactful	gullible
well-liked	self-conscious

1.4

self-absorbed, self-assured, self-centred, self-confident, self-congratulatory, self-deprecating, self-important, self-reliant
well-adjusted, well-behaved, well-bred, well-brought-up, well-dressed, well-educated, well-informed, well-mannered, well-rounded

1.5

inconsiderate, insensitive, indecisive, impatient, unreliable

2.2

1 personality 2 characteristics 3 character
4 personalities 5 characteristics

3.1

1 False (*It found that adolescents saw being popular and being well-liked as two very different things*)
2 False (*young people may not see popularity as a desirable trait*)
3 True (*having an attitude of superiority*)
4 True (*disrupting the classroom*)
5 False (*This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers*)
6 True (*being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics*)
7 Not given (We are not told whether a single student has more power than the others.)

3.2

1 young people = adolescents/teenagers
2 wish they were popular = see popularity as a desirable trait
3 look down on = having an attitude of superiority
4 prevent others from learning = disrupting the classroom
5 tend to = (be) likely to; others = (their) peers
6 true character = inherent characteristics
7 thought to = perceived to

Test practice

1 personality/personalities 2 logical 3 movement
4 feelings 5 complex 6 lecture 7 game
8 poster/s 9 diagram 10 demonstration

Unit 2

1.2

Speaker 1: question 1
Speaker 2: question 4

1.3

(Speaker 1) spare time, last an eternity, drags on (and on), (went on for) ages, had so much time on my hands, in next to no time, time seems to speed up, it just goes so fast, there aren't enough hours in the day, pressed for time (Speaker 2) the past is a/another country, for hours and hours at a time, time passes in the blink of an eye, make the most of every moment of it (time), an instant (ago), have the time of their life, brief, fleeting

2.1

The past: retrospect, bygone, preceding
The present: contemporary, immediate, current, topical, status quo

2.2

1 bygone 2 contemporary/current/topical
3 status quo 4 immediate 5 retrospect
6 current/topical 7 preceding 8 current

3.1

1 pioneers 2 (ancient) villages
3 (ancient/prehistoric) fires 4 sites
5 historic places 6 antiques 7 excavate
8 artefacts

3.2

times = era
societies = civilisations
lived = dwelt
remains = remnants
hidden under = buried beneath
produced = yielded
but = however
finds = discoveries
official list = register
very important = vital
kept safe = conserve(d)
totally = fully
find = uncover

4.1

large	*small*
enormous total dramatic complete immense profound extraordinary sweeping tremendous drastic major huge	minute modest gradual minor infinitesimal moderate slight

4.2

Synonyms of *change*: 1 transition 2 reversal 3 shift 4 improvement; transformation 5 evolution 6 movement

1 smooth
2 abrupt/sudden/rapid
3 temporary
4 gradual (*smooth* does not collocate with *improvement*)
5 turbulent
6 gradual

4.3

See 4.5

4.4

increase gradually, rise steadily, fall slightly, differ markedly / be markedly different, level out temporarily, rise very slightly

4.5

1 period 2 and 3 trend 4 steady 5 remained 6 periodic 7 steadily 8 temporarily 9 from 10 by

Test practice

1 B (Lambert: *Most cloth and other fibre goods degrade over time and eventually disappear. However, according to Lambert, in some cases ancient textiles survived well because they'd spent centuries in arid, freezing or low-oxygen environments, such as well-sealed tombs.*)
2 E (*Elizabeth Barber ... has argued that fibre-making expertise was as revolutionary as the creation of equipment for working with stone and metal.*)
3 A (Good: *Until recently, it was assumed that all [ancient] silk was from China ... But our work is now calling that assumption into question.*)
4 C (Jakes: *Such information, combined with other evidence, enables researchers to infer the technological skills of ancient civilisations ... notes Kathryn Jakes*)
5 A (Good: *but to improve access to the past based on very tiny pieces of evidence ... says Good*)
6 D (Drooker: *Evidence from tools and weapons can lead to skewed interpretations of past life, she says. Until fairly recently in human history, Drooker points out*)
7 Yes (*species of moths and therefore give a clue to the place where the silk was made*)
8 No (*Until recently, these remains were usually overlooked because they were frayed, discoloured or too fragile to withstand the rigours of analysis.*)
9 Not given (Lambert tells us that organic materials deteriorate over time but he gives no opinion as to how long this will take.)
10 Yes (*He is a pioneer in the use of analytical-chemical techniques for the study of archaeological materials.*)
11 Not given (We are told that Jakes carried out experiments on the use of sumac as a dye, but we are not told whether this had ever been done before.)
12 No (*The Egyptians preserved millions of mammals, birds and reptiles ... Scholars had assumed that ancient people used relatively simple and inexpensive methods to prepare this multitude of animals for burial. Evershed's findings call that assumption into question.*)
13 Yes (*As sophisticated techniques of analysis have revealed more detailed information about ancient textiles, scholars have been rethinking ideas about the early development of skills such as spinning and weaving.*)

Unit 3

1.2

Topics mentioned: internet (blog), car

1.3

blend in with (e.g. everyone), fit in with (e.g. everyone) = be the same as

1.4

1 join in 2 stand out from; fit in with / blend in with
3 break away from / drop out of / opt out of
4 drop out of / opt out of 5 fit in with / blend in with

2.1

1 C 2 F 3 D 4 B 5 A

2.2

tolerant attitude = open-minded approach
harmful to society = anti-social
approved of by society = socially acceptable

2.3

1 influential 2 segment 3 flaunt
4 skewed 5 suburban 6 status

3.1

1 ✓ 2 ✓ 3 ✓ 4 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✗

3.2

1 conform = behave according to our accepted standards of behaviour; peaceful = harmonious
2 obey = observe; social customs = social mores
3 conventional = conservative; traditions = heritage
4 traditional ways = customs
5 what is normal = the norm
6 different from the group = unconventional
7 an alternative social group = a counter-culture; rebel against the traditional way of life = shun mainstream values
8 usual = standard

4

1 decline 2 member 3 behaviour
4 interaction 5 Minority 6 pressure

5.1

1 censored = /s/ censured = /ʃ/
2 coarsen = /s/ caution = /ʃ/
3 censure = /ʃ/ sensor = /s/
4 partial = /ʃ/ parcel = /s/
5 seek = /s/ chic = /ʃ/
6 chauffeur = /ʃ/ sofa = /s/
7 furnish = /ʃ/ furnace = /s/
8 subtle = /s/ shuttle = /ʃ/
9 crust = /s/ crushed = /ʃ/
10 sealed = /s/ shield = /ʃ/
11 rust = /s/ rushed = /ʃ/
12 sip = /s/ ship = /ʃ/

5.2

1 censured 2 coarsen 3 sensor 4 partial 5 seek
6 sofa 7 furnace 8 shuttle 9 crushed 10 shield
11 rust 12 sip

Test practice

Model answer

The chart gives information about the kinds of leisure activity engaged in by three distinct groups: native Australians, recently arrived immigrants from English-speaking countries and new migrants for whom English is not the first language in their country.

The cinema is by far the most popular free-time activity listed in the chart for those with English as their first language – 70% of non-migrants and 65% of English-speaking migrants. Half the migrants from non-English-speaking countries also go to see a film but interestingly, 5% more of this group prefer the library to the cinema. Roughly 40% of the other two groups say they visit the library.

Zoos are visited most by half of the English-speaking migrants compared to just over 40% of those born in Australia and approximately 35% of the migrants born where English is not widely spoken. The theatre is least popular for all concerned, with only 10% of non-English-speaking migrants attending, while double the number of native Australians go to see a play. A quarter of those born in English-speaking countries are theatre-goers.

Overall, it is perhaps unsurprising that Australians prefer the cinema to the theatre, but the popularity of the library with new migrants may reflect the financial circumstances of these new citizens.

Unit 4

1.1

1 Some common chemical elements you should know are: oxygen, carbon, hydrogen and nitrogen.
2 A chemist or a chemical engineer studies or works with chemicals.
3 Some common household products which contain potentially harmful chemicals are: bleach, detergent, antifreeze, air fresheners, shampoo, paint, hair colouring and batteries.
4 H_2O is the chemical formula for water. It means water consists of two hydrogen atoms and one oxygen atom.
5 Farmers use pesticides and herbicides to kill pests and weeds. They use fertilisers (like nitrogen, phosphorus and potassium) to promote plant growth.

1.2

Across

1 PHARMACEUTICALS 5 CARBON 6 CO_2
7 REACTION 10 FERTILISER 12 ABSORB
15 BLEACH 16 TOXIC 17 SUBSTANCE
18 EMISSION 19 PETROCHEMICALS

Down

2 ADDITIVES 3 CFCS 4 EFFECT
6 CONTAMINATION 8 ORGANIC 9 PLASTICS
11 PESTICIDES 13 GREENHOUSE 14 RADIATION

2.2

1 a mixture of carbon and hydrogen
2 something that can act like a metal
3 a commonly told story not based on fact
4 the amount of medicine you should take
5 a chemical that combines two or more elements

2.3

1 (the) food chain 2 pesticides 3 (an) urban myth
4 (the) dosage 5 (the immense) cost

2.4

1 polluted location = contaminated site; through = via; come into contact with = exposure can take place
2 what we eat = the food we consume
3 the idea = the notion
4 toxic = poisonous
5 examining = analysing/assessing; potential consequences = possible interactions

3

1 protein/s 2 blood 3 infection 4 compounds
5 alternative 6 dosage 7 side effects 8 pure
9 absorb 10 capsule 11 bacteria 12 Medical staff
13 natural remedies

4.1

1 absolutely/completely 2 extremely
3 highly/extremely 4 highly/extremely
5 extremely 6 slightly

4.2

Suggested answers

highly	*absolutely*	*extremely*
probable	essential	probable
skilled	terrible	anxious
valued	necessary	addictive
addictive	crucial	controversial
unusual	useless	disappointing
recommended	vital	overweight
educated	awful	difficult

Test practice

1 E (*It starts to make them think about their food in terms of its nutritional components*)
2 C (*Major food giants are actively unveiling products overseas*)
3 A (*The introduction of iodine to Morton Salt in 1924*)
4 G (*The agency approved wording that is not quite as snappy for package design*)
5 B (*We expect [the functional foods business] to grow about 7.6 percent annually*)
6 E (*awareness of the low-carb phenomenon has led many consumers to check food labels*)
7 F (*some nutritionists and scientists are worried that the findings aren't rock solid*)
8 D (*There's a lot of research and development going on into what kinds of products people want*)
9 D (*section A – consumers didn't know or care enough about the new ingredients*)
10 F (*section D – consumers' rising interest in nutrition and wellness*)
11 C (*section F – empower the consumer, to make them more aware of possible health benefits in these foods*)
12 B (*section F – The non-profit Centre for Science in the Public Interest has filed suit against the FDA ... for marketing the health benefits of ingredients.*)
13 E (*section G – Others fear there will be so many claims they will just become more noise to already bewildered consumers.*)

Unit 5

1.2

Speaker 1: C
Speaker 2: A

1.3

Speaker 1: studying accounting (a subject), keep motivated, facts and figures to learn, the exams are really gruelling, study hard, set myself a goal, give myself something to aim for, learning process, rewarding myself with, successful in a test, reap the rewards, qualified, my aim is

Speaker 2: further my career, taking a (computer) course, finding it a struggle completing my assignments, help each other revise and study for our exams, dry subject, teaching us in a pretty boring way, broadening my knowledge of (computers)

1.4

1 a limited knowledge of
2 common knowledge
3 a specialist knowledge of / a detailed knowledge of / an in-depth knowledge of
4 broaden my / (his etc.) knowledge of
5 prior knowledge

2

Verb	Noun	Adjective
analyse	analysis analyst	analytical
assess reassess	assessment reassessment assessor	assessable
conceptualise	concept conception misconception conceptualisation	conceptual
consist (of)	consistency inconsistency	consistent inconsistent
contextualise	context	contextual
define redefine	definition	definable undefined
establish	establishment	established

Verb	Noun	Adjective
formulate	formula formulation	formulated
hypothesise	hypothesis	hypothetical
indicate	indication indicator	indicative
interpret	interpretation interpreter	interpretive
signify	significance insignificance	significant insignificant
theorise	theory theorist	theoretical
validate	validity validation	valid

3.1

1 B 2 C 3 A 4 D 5 A

3.2

1 people who took part in the study = participants
2 feeling of having accomplished something = sense of achievement
3 calculating = measuring; forecast = predict
4 carried out = conducted
5 proof = evidence; strongly affect = profoundly influence; acquire = learn/develop

4.1

1 service 2 technical 3 carpenter 4 installer
5 technician 6 job vacancies 7 degree
8 apprenticeship 9 skill/trade 10 vocation

4.2

1 c 2 h 3 g 4 a 5 d 6 i 7 e 8 j 9 f
10 b

5

1 trial and error 2 concerted effort
3 strenuous exercise 4 human endeavour
5 physical exertion

Test one

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1 C (Unit 1)
2 D (Unit 1)
3 C (Unit 1)
4 A (Unit 1)
5 B (Unit 1)
6 A (Unit 1)
7 D (Unit 2)
8 D (Unit 2)
9 D (Unit 2)
10 A (Unit 2)
11 C (Unit 2)
12 B (Unit 2)
13 A (Unit 3)
14 C (Unit 3)
15 C (Unit 3)
16 B (Unit 3)
17 D (Unit 3)
18 A (Unit 3)
19 A (Unit 4)
20 B (Unit 4)
21 D (Unit 4)
22 C (Unit 4)
23 A (Unit 4)
24 B (Unit 4)
25 B (Unit 5)
26 C (Unit 5)
27 B (Unit 5)
28 D (Unit 5)
29 B (Unit 5)
30 D (Unit 5)

Unit 6

1.1

flyers billboards telemarketing
You would find sponsorship at sports events; commercials and jingles on TV and radio; banner ads and pop-up ads on the internet and brochures in shops.

1.2

Speaker 1: pop-up ads, banner ads
Speaker 2: telemarketing

1.3

Speaker 1: irritating, distracting, repetitive
Speaker 2: invasive, infuriating, irritating

1.4

1 flyers 2 billboards 3 (radio) jingles / commercials 4 (sports) sponsorship

2.1

marketing tools: jingle, ploy, gimmick, logo, branding, slogan
verbs: reassure, appeal, assure, pressurise, convince, induce, oblige, urge, entice, seduce, twist (your arm), tempt
people: vendor, client, consumer, customer, distributor, sales representative, manufacturer

2.2

1 pressurised 2 ploy 3 advertisement 4 entice
5 logo 6 customers

3.1

1 C (*providing assurances that personal and credit card information is secure; providing customers with discounts on future purchases, or free merchandise*)
2 C (*trustworthiness; that personal and credit card information is secure; whether the website loads quickly and the frequency of pop-up windows*)
3 D (*With social networking, it's very easy for one dissatisfied customer to post on his or her blog that a company messed up*)
4 B (*promotional events designed to counter customers' negative attitudes can significantly enhance the customers' likelihood of engaging in a long-term relationship with the business*)

3.2

1 cultivate 2 a hard-sell approach 3 rebates
4 monetarily 5 promotional events
6 online retailers

4

1 articles of clothing 2 luxury goods
3 essential items 4 personal possessions
5 handmade products

5

1 consumer 2 brands
3 advertisements/commercials 4 products
5 sales 6 manufacturers 7 Advertising/Marketing
8 exaggerate

6

advertise	exaggerate	essential
advertising	personal	marketing
advertisement	luxury	pressurise
commercial	articles	brochure
product	possessions	impulsive
irritating	promotional	effective

Test practice

1 A (B is wrong because we are never told that this magazine was the first to print advertisements; C is wrong because there is no mention of adverts changing in this time; D is wrong because there is no link made between adverts and business.)
2 A (The passage says the *presence of many excellent online collections of advertisements provides learners as well as established scholars with the opportunity to examine these sources in new ways*; B is wrong because we are never told they are annoying (the text says it can be frustrating because you cannot tell the intent or the social or cultural background of old advertisements); C is wrong because no comment is made about present day adverts on the internet; D is wrong because we are told it is not possible to do this.)
3 B (The passage says *advertising is not an easy term to define* and then gives several examples of adverts that don't fit one description; A is wrong because it mentions selling products, but there is no mention of advertising not being enough; C is wrong because we are told this is possible to do; D is wrong because we are not told the difficulties of producing advertisements.)
4 C (The passage says *authors distinguish advertising from salesmanship* ... (but) *The boundaries blur here, too* and then gives online retailers and telemarketing as examples of irritating advertising which is aimed at individuals; A is wrong because they are both used to sell, but we are not told if they are cheap; B is wrong because they are given as examples of a more personal way of advertising; D is wrong because we do not know if they are more popular than print ads or not.)
5 headlines
6 illustrations (*Pennsylvania Gazette reached out to readers with new devices like headlines, illustrations*)

7 back pages (*Magazine ad styles were also restrained, with most publications relegating advertisements to the back pages.*)
8 (patent) medicine (*Magazine ad styles were also restrained ... Patent medicine ads proved the main exception to this pattern.*)
9 production techniques (*In the 1880s, several industries adopted new production techniques that created standardised products in unheard-of quantities*)
10 branded (*National advertising of branded goods emerged in this period*)
11 department stores (*Large department stores ... also pioneered new advertising styles.*)
12 (mail-order) catalogues (*For rural markets, the Sears Roebuck and Montgomery Ward mail-order catalogues offered everything from buttons to kits*)
13 (Consumer) credit (*Consumer spending was fuelled in part by the increased availability of consumer credit*)

Unit 7

1.1

Some possible adjectives: magnificent, breathtaking, amazing, stunning, spectacular, dramatic, memorable; remote, mountainous, precarious; traditional, rustic, historic, charming

1.2

place: memorable, amazing, historic, rustic, charming
area: remote, mountainous
buildings: precarious
accommodation: traditional, basic
views: spectacular, breathtaking
landscape: dramatic

2.1

1 True (*every Bhutanese you speak with will declare that his country is in constant, imminent peril*)
2 False (*King ... instituted a number of policies designed to preserve the country's cultural identity*)
3 Not given (We are told they need to wear kimono-like clothes (*garb*) but we are not told how they feel about this.)
4 False (*Looking with horror at the many negative social, cultural and environmental effects that virtually unrestricted tourism was having on nearby developing countries*)
5 True (*The only way to visit Bhutan is on a pre-arranged package deal that includes hotels, food, guide and driver.*)
6 Not given (There is no information about this.)
7 False (It will be a *luxury resort*; existing accommodation is basic.)

2.2

1 traffic 2 conveniently 3 pleasantly 4 virtually
5 long 6 internationally/world 7 world 8 sparsely

2.3

1 Tourism 2 to 3 resources 4 effects 5 have
6 attract 7 transport 8 damage 9 cause 10 in
11 outweigh 12 tourist

3.1

1 Passenger 2 seats 3 mountains 4 (safe) arrival
5 comfortable 6 commercial aviation
7 journeys/flights 8 business travellers 9 routes
10 fares

3.2

1 trip 2 travel 3 journey 4 trip 5 tourist
6 travellers

Test practice

Model answer

The two pie charts show the aspects of Fairmont Island that tourists enjoy the most and the least. Fairmont Island has many features that attract tourists but the most popular of these are the scenery and the people, with more than two thirds of the visitors to the island listing these as the greatest advantages. The standard of accommodation on the island appears to be more than adequate, with 11% of respondents listing this as an advantage. 12% of visitors cite the culture of the island as a major attraction.

However, the island seems far from being a perfect tourist destination. When it comes to the negative aspects of the island, the high cost of living, poor weather and the quality or lack of entertainment are seen as the worst of these. Together, these three categories make up 95% of the total disadvantages. In spite of the high costs on the island, 5% of the visitors complain of poor food quality.

Overall, it seems that most people like Fairmont Island because of the scenery and people. However, it is possible that the unspoilt nature of the island means there is little in the way of entertainment and this, combined with the high cost of living, makes it unlikely to appeal to everyone.

Unit 8

1.2

1 (shop) windows 2 community 3 Hilary Sharpe
4 Lynne Denton 5 mayor 6 35679994
7 road repair 8 Member; Parliament

1.3

1 f 2 d 3 b 4 c 5 e 6 a

2

1 misinform 2 misdiagnose 3 mismanage
4 misunderstand; misinterpret 5 mislead
6 miscalculate 7 misjudge 8 mistrust

3.1

feel to blame for	have responsibility for
feel entitled to	have a responsibility to
feel in control of	lose control of
feel responsible for	be to blame for
take the blame for	be entitled to
take control of	be in control of
take responsibility for	be responsible for
take charge of	be in charge of
have control over	be the responsibility of

3.2

1 have no control over 2 is responsible for
3 lost control of 4 be in control of 5 out of control
6 has a responsibility 7 is to blame for / to blame for
8 take charge of 9 are entitled to
10 took the blame for

4.1

1 (social) well-being / welfare
2 opportunities
3 safety net
4 pension
5 old-age pension / unemployment benefit
6 unemployment benefit / old-age pension
7 childcare/healthcare
8 healthcare/childcare
9 military service
10 social services

4.2

the government = the state
people who live in that country = citizens
the belief = the notion
the same = equal
people who can't take care of themselves = those unable to meet their own needs
mainly = principally

Test practice

Model answer

Healthcare and education are both essential services that can be extremely expensive and, as a result, unaffordable for those on a limited budget. Nevertheless, it is important to establish just who is responsible for funding them. The health of a country's citizens is vitally important. Without adequate healthcare, people of all ages can become extremely ill and thus unable to earn a living or take care of themselves. So it is essential for governments to provide well-equipped hospitals as well as highly trained staff to run them. There is also a need for appropriate emergency services. Furthermore, without a good public education system, people may find they are limited in their work choices. If education is not provided free to all, those born into poverty may find themselves unable to rise above that level.

We may all wish for these essential services to be provided free of charge, but the government needs to obtain the funds for them from somewhere. Even when they are provided free of charge, there has to be some way of recouping the costs. One way of acquiring the necessary funds is by imposing taxes. Alternatively, access to welfare can be means-tested and based on personal levels of income. The irony is that, in democratic societies, where a government is elected based on its promises, it is often the political party that promises tax cuts that is elected to office.

It seems clear that poorer members of our society need this type of aid and if these costs are covered, at least partially, by the government, then we need to accept that our taxes will be used to fund them.

Unit 9

1.2

Speaker	Question	Attitude
1	4	negative
2	3	negative
3	2	neutral

1.3

(Speaker 1) horrifying, distressing, outrageous, objective
(Speaker 2) irresponsible
(Speaker 3) impartial, hypocritical, upsetting, appalling

1.4

impartial, objective

1.5

a 5 b 4 c 6 d 1 e 2 f 3

1.6

a 2 b 4 c 2 d 3 e 4 f 1

2.1

Suggested answers

2 flock – is a group of animals, the others are places where animals live
3 butterfly – the others all have a shell but no wings; a butterfly is not an aquatic animal
4 bear – the others all have horns, don't eat meat and can't walk on two legs
5 tiger – the others are considered to be domestic animals, not endangered wild animals
6 trunk – the others are things that cover an animal's body
7 burrow – is where animals (e.g. rabbits) live, the others are all names of groups of animals
8 scorpion – the others are flying insects
9 giraffe – the others all have stripes (or bee – it's the only insect, the others are all mammals)
10 eagle – none of the others can fly

2.2

1 g 2 c 3 e 4 b 5 a 6 f 7 d

3.2

1 False (They are virtually unchanged.)
2 False (They are widespread.)
3 False (They never hibernate.)
4 True (Their life is spent foraging.)
5 True (They build a system of tunnels under the snow.)
6 False (They are vulnerable to accelerated global warming.)
7 False (They require cool, dark bogs with decaying mossy logs.)
8 True (They require the cool understory – the area at ground level in a forest which is dark and cool.)

4.1

Possible threats in the passage: human activity; habitat loss; overexploitation; pollution; invasive non-native species, disease; climate change
Other possible threats: logging; poaching; overfishing; urban development; farming; use of pesticides; oil spills; increased competition; proximity to roads/housing; land clearing; deforestation; flooding; fire

4.2

demise = death
flourish = thrive
emerge = appear
brink = verge
rival = match
at risk = in danger
degradation = ruin
threshold = level

4.3

1 damage 2 harmless 3 damaging/devastating
4 damaged/devastated 5 risk
6 harmful/damaging/devastating

Test practice

1 D (*Ants aren't clever little engineers, architects or warriors after all – at least not as individuals*; A is wrong because although it is mentioned, the writer does not conclude this; B is wrong because they achieve great things as a group; C is wrong because although it is mentioned, the writer does not conclude this.)
2 B (*a fundamental question in nature: how do the simple actions of individuals add up to the complex behaviour of a group?*; A is wrong because we are told they do not have a leader; C is wrong because though different species are mentioned, comparing them is not the fundamental question; D is wrong because no contrast is raised between insects and mammals.)
3 C (*Consider the problem of job allocation ... An ant might be a nest worker one day, a trash collector the next. But how does a colony make such adjustments if no one's in charge?*; A is wrong because though bad weather is mentioned, this wasn't the focus of the research; B is wrong because the number of maintenance ants was not the main focus; D is wrong because the queen does not organise the colony.)
4 B (*'When a forager has contact with a patroller, it's a stimulus for the forager to go out,' Gordon says. 'But the forager needs several contacts more than ten seconds apart before it will go out.'*; A is wrong because no comparison is made between numbers of patroller or forager ants; C is wrong because foragers bring back the food and no mention is made of patrollers carrying food; D is wrong because we do not know how long any of the ants spend outside of the nest.)
5 A (*they simulated the ants' return by dropping glass beads into the nest entrance at regular intervals – some coated with patroller scent*; B is wrong because the researchers did not use food; C is wrong because they captured the patroller ants, they didn't follow them; D is wrong because they added different scents to beads, not to the ants.)
6 12,000 (para. 1 – *the success of Earth's 12,000 or so known ant species*)

7 antennae (para. 4 – *When one ant bumps into another, it sniffs with its antennae to find out if the other belongs to the same nest*)
8 lizard (para. 4 – *there might be a hungry lizard out there*)
9 swarm intelligence (para. 2 – *They do this with something called swarm intelligence.*)
10 F (marked) (*Seeley's team applied paint dots and tiny plastic tags to all 4,000 bees*)
11 G (relocated) (*each of several swarms that they ferried to Appledore Island*)
12 E (signalled) (*These dances include a code to give directions to a box's location.*)
13 C (gathered) (*After a while, a small cloud of bees was buzzing around each box. As soon as the number of scouts visible near the entrance to a box reached about 15, the bees at that box sensed that a decision had been reached*)

Unit 10

2

1 eclipse 2 penetrate 3 surface 4 planets
5 moons 6 sustain 7 impact 8 debris 9 spins
10 gravity 11 rotational 12 climatic

3.1

big: vast, astronomical, enormous, immense, immeasurable, colossal
small: imperceptible, minuscule, infinitesimal, microscopic, minute

3.2

long: prolonged, sustained, protracted, lengthy, enduring, lasting
short: brief, fleeting, transient, momentary, instant

3.3

1 brief 2 vast 3 microscopic 4 enduring
5 lengthy 6 colossal 7 minute 8 sustained

4

Across
3 BOIL 6 EXPLODE 8 ATTRACT 9 SOLIDIFY
11 DISSOLVE 14 EVAPORATION 17 REFLECT
19 REPEL 20 EXPAND

Down
1 CONDENSATION 2 MAGNETIC 3 BURST
4 DILUTE 5 COLLIDE 7 ACTIVATE 10 RELEASE
12 GRAVITY 13 PIERCE 15 ABSORB 16 MELT
18 SPIN

5.1

/ʒən/: collision, persuasion, explosion, erosion, corrosion, illusion, division
/ʃən/: evaporation, condensation, dimension, propulsion, penetration, navigation, situation, rotation, attraction, reflection, magnification

Test practice

1 sand 2 sink 3 medication(s) 4 sticky tape
5 released 6 elastic 7 engine 8 speed
9 accelerate 10 ice skating

Test two

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1 A (Unit 6)	11 A (Unit 7)	21 C (Unit 9)
2 B (Unit 6)	12 A (Unit 7)	22 B (Unit 9)
3 B (Unit 6)	13 B (Unit 8)	23 D (Unit 9)
4 D (Unit 6)	14 D (Unit 8)	24 A (Unit 9)
5 C (Unit 6)	15 B (Unit 8)	25 A (Unit 10)
6 D (Unit 6)	16 B (Unit 8)	26 C (Unit 10)
7 C (Unit 7)	17 B (Unit 8)	27 A (Unit 10)
8 B (Unit 7)	18 C (Unit 8)	28 B (Unit 10)
9 A (Unit 7)	19 A (Unit 9)	29 C (Unit 10)
10 C (Unit 7)	20 C (Unit 9)	30 A (Unit 10)

Unit 11

2.1

Advantages:
can access information more easily and more quickly
can access music more easily
written communication is more immediate
can now access the internet almost anywhere
more choice in entertainment
more realistic video games
Disadvantage:
online scams and viruses

2.2

1 (the) Information Age
2 wireless hot spots
3 virtual
4 (online) scams / (online) viruses

2.3

advances in technology; wireless technology; communication technology; (technological advances); (tech-savvy); embraced information technology; computer technology; harnessed satellite technology; video game technology; cutting-edge, more sophisticated technology

3.1

Suggested answers

	Disadvantage/s	Possible solution
1	cyberbullying	take care when giving out personal information
2	information overload	learn how to find good sources
3	internet fraud	check a site is secure
4	1 internet addiction 2 health problems	1 limit time on the internet 2 take physical exercise
5	illegal downloads	educate people not to download illegally

3.2

Suggested answers

1 The internet can help people feel less isolated and makes it easier to make friends. However, it can also lead to problems such as cyberbullying. One possible solution to this is to always take care when giving out any personal information.
2 Although researching a subject is a lot easier on the internet, there is also the danger of information overload. One way of dealing with this is to learn how to find good sources of information.
3 Despite the convenience of shopping or banking online, there is the problem of internet fraud. One way to solve this problem is to make sure that the website you are using is secure.
4 The internet can provide hours of entertainment. However, it can also lead to internet addiction or health problems. People can combat these by limiting the amount of time they spend online and taking exercise.
5 While you can access music more easily online, illegal downloads have had a negative impact on the music industry. One way to tackle this is to educate people not to download their music illegally.

4.1

Suggested answers

2 foam – all of the others are hard materials
3 cable – all of the others are related to wood
4 cotton – all of the others are man-made
5 dye – all of the others are related to fabrics and materials; dye is a colour applied to materials
6 demolish – all of the others are about creating something new
7 strike – all of the others involve a circular movement
8 tower – all of the others are used to support something or hold something up

4.2

push a button pull a lever turn a screw / a dial / a wheel
hit a nail drill a hole hammer a nail dig a hole
pour liquid light a fire operate a machine
press a button / a switch

4.3

drill, hammer and *light* are also things found in the home (*NB* you *switch on/off a light* or *turn on/off a light*)

5.1

1 material(s) 2 calculator 3 diagrams/drawings
4 models 5 tunnel 6 pump 7 patents
8 bridge 9 scissors 10 forwards

5.2

expense = (being) too costly; futuristic = ahead of his own time; obtaining energy from the sun = solar power; built = constructed; showed = demonstrated; heavy = great; a time = an era; we do not know = it is impossible to say (with any certainty); were made and used = passed into general and practical use; moved in a circle = rotate (on the spot); moved = progress

6.1

technology	communication	downloads
technological	information	entertainment
advances	overload	wireless

Test practice

1 B (*Social scientists have long had to rely on crude questionnaires or interviews to gather data to test their theories, methods marred by reporting bias and small survey sizes.*)
2 D (*Site users can also choose to install applications – software components that personalise their profile page.*)

3 E (*Now millions of people carry a de facto tracking device with them all day that automatically logs their every move.*)
4 A (*if you use a social networking site, a cellphone or the internet regularly, you are leaving behind a clear digital trail that describes your behaviour, travel patterns, and likes and dislikes, divulges who your friends are, and reveals your mood and your opinions*)
5 A (*Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens*)
6 F (*Just as the discovery of nuclear fission raised moral dilemmas for physicists, and genetic modification is now doing for biologists, so the ability to predict human behaviour is presenting new quandaries for social scientists. As ever, with great power comes great responsibility.*)
7 B (para. D – *With the vast increase in computing power and the almost limitless pool of participants now available via the internet, we can conduct laboratory-style experiments involving thousands, or even millions, of participants*)
8 A (para. B – *the far-reaching implications of their theories have been effectively impossible to test*)
9 C (para. E – *Anyone involved in this kind of research increasingly faces a dilemma – how do we avoid contributing to the creation of a surveillance state?*)
10 D (para. D – *their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods*)
11 A
12 and 13 B, D

Unit 12

1.1

Suggested answers
A: fashionable, trendy, elegant, stylish, sophisticated, chic, impractical
B: mundane, drab, practical, comfortable

1.2

A

1.3

1 rage 2 must-have 3 out of 4 conscious 5 in
6 latest trend 7 passing 8 out-of

1.4

1 b 2 b 3 a 4 c 5 b 6 b 7 d 8 a

2

1 clothes; after 2 supplies; after
3 waterproof; before 4 wardrobe; after
5 youth; before

4.1

keep: store, hoard, archive, maintain, save, stockpile, retain, preserve, conserve
get rid of: dispose of, throw away, abandon, discard, consume, dump, eradicate

4.2

Suggested answers
1 throw away 2 dispose of 3 abandon 4 store
5 dump

5.1

1 No (*And while some other countries pride themselves on thriftiness, the converse would appear to be true for the US*)
2 Yes (*And yet, since the mid-1970s, when the disposable income of 80% of the US population virtually stopped growing, our spending patterns have bewilderingly continued expanding.*)
3 Not given (*And yet, since the mid-1970s ... continued expanding* – there are no specific figures here for the 1970s)
4 No (*Much of our ferocious consumption arises simply from the sheer number of goods available.*)
5 Yes (*Now, says Twitchell, to curb our acquisitiveness we would have to de-brand: 'It's a scarf; it's not an Hermes scarf. It's a car; it's not a Lexus. You put it around your neck or you drive it.'*)
6 Not given (*And after you get all the loot home, then what? Just as American as the need to buy, social observers say, is buyer's remorse* – there is no information here about returning goods to the shop)

5.2

1 acquisitiveness 2 consumerism
3 disposable income 4 Mass branding
5 personal consumption 6 spending patterns

Test practice

1 B (*Says Rivoli, 'There are nowhere near enough people in America to absorb the mountains of cast-offs, even if they were given away.'*)
2 B (*Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate*)

3 D (*The US government's conservation campaign ... resulted in an approximate 10% reduction in the production of trash.*)
4 A (*Girls especially are insatiable when it comes to fashion.*)
5 C (*21% of annual clothing purchases stay in the home, increasing the stocks of clothing and other textiles held by consumers ... which is considered to represent a potentially large quantity of latent waste that will eventually enter the solid waste stream*)
6, 7, 8 A (*which can cause or aggravate respiratory disease*)
C (*This crop accounts for a quarter of all the pesticides used in the United States.*)
G (*The Environmental Protection Agency (EPA) considers many textile manufacturing facilities to be hazardous waste generators.*)
9 polyester
10 4%
11 (the) 1920s
12 the internet
13 Japan

Unit 13

1.1

Speaker 1: urban Speaker 2: rural

1.2

Suggested answers

Speaker	Advantages of rural life	Disadvantages of rural life
1	• peace and tranquillity • fresh air	• limited job opportunities • travel long distances (to shops)
2	• more freedom for children • safe environment	• easy to feel isolated • not a lot of choice when it comes to education

2.1

Rural communities ...
have: open spaces, cottages, fresh air, slow pace, countryside, a sense of community
don't have: a public transport system, high rises, pollution, congestion, overdevelopment, infrastructure
are: isolated, simple, peaceful, remote, tranquil, traditional
aren't: crowded, overpopulated, frantic

2.2

1 isolation/remoteness (though *isolation* collocates better with *sense of*)
2 public transport system
3 countryside
4 slow(er) pace
5 frantic
6 simple(r)
7 traditional

3.1

1 Yes (*This way of existence required frequent moving.*)
2 Not given (We are told it happened ten thousand years ago, but there is no comparison made between Europe and the rest of the world.)
3 Not given (There is no information about the impact of the Industrial Revolution on food availability.)
4 Yes (*It would seem that the less rural life is practised, the more it is cherished and the greater the emphasis on the hazards of urban life.*)
5 No (*In reality, various studies on life satisfaction have revealed that there is no advantage to living in a rural setting.*)
6 No (*In developed countries, rural people tend to be just as satisfied with life as city people.*)

3.2

1 evolved 2 percentage 3 massive 4 reverse
5 cherished 6 undertone 7 revealed 8 serenity
9 alienated 10 markedly

4.1

Suggested answers
concrete jungle, pedestrian crossing, traffic congestion, outer suburbs, housing estate, high-rise buildings, police force, emergency services, public transport, urban sprawl, recreational facilities, sewage system, water supply, garbage collection, noise/air pollution, inner-city slums, shanty town

4.2

concrete jungle, traffic congestion, urban sprawl, noise/air pollution, inner-city slums, shanty town

4.3

1 police force
2 recreational facilities
3 sewage system; garbage collection
4 Traffic congestion
5 inner-city slums / shanty towns
6 urban sprawl

5

1 10 million (people) / 10,000,000 (people) / 10m (people)
2 20,000 (people) / twenty thousand (people)
3 47(%) / 47 (per cent)
4 468 / (cities)
5 3/5 / three in five
6 (its/the) outer limits
7 (in) slums / shanty towns

Test practice

1 transport 2 parking 3 120 4 shops
5 schools 6 flat 7 expensive 8 Godfrey
9 0742666395 10 Saturday

Unit 14

1

1 unemployment 2 genetically modified (GM) foods
3 cloning 4 global financial crisis 5 obesity
6 globalisation 7 homelessness
8 environmental disasters 9 energy crisis
10 climate change

2.1

Serious problems: disaster, catastrophe, crisis
Adjectives: disastrous, challenging, controversial, catastrophic

2.2

1 e 2 d 3 a 4 c 5 b

2.3

1 minor difficulties 2 major hurdle 3 sensitive issue
4 current predicament 5 total disaster
6 significant challenge 7 minor setback
8 considerable controversy

3.1

C (*depression is, in fact, an adaptation, a state of mind which can bring real benefits*)
D (*depression exists ... in environments similar to those that prevailed in our evolutionary past*)

3.2

Adjectives: ongoing, pervasive, recent, serious, personal, insurmountable, daunting
Verbs: arise, think about, dwell on, gain insight into, be faced with, analyse, solve

4

make better: alleviate, mitigate, rectify, improve
make worse: exacerbate, hinder, compound, complicate, aggravate

5.2

1 obesity 2 climate change 3 homelessness
4 environmental disasters
5 genetically modified (GM) foods

5.3

1 tackling this problem
2 overcome the difficulties / difficulties raised by this issue
3 remedy this situation
4 to prevent a catastrophe / to find a way / to reach a compromise
5 resolve this issue

6.1

do: your best, more harm than good
make: a mistake, an effort, sure, a change
take: stock, measures, notice of, a chance, part

6.2

1 represents 2 problem 3 find 4 make 5 with
6 resolve 7 tackle 8 difficult 9 deal with
10 make 11 take 12 prevent

Test practice

Model answer
Obesity is now one of the main causes of preventable death, especially in industrialised countries. To tackle this problem, governments can reduce the impact of their overweight citizens by the careful use of taxation to fund alternatives to a sedentary lifestyle. However, individuals should also take responsibility for their own health by avoiding a bad diet and taking the initiative to participate in sport.
It is important for governments to act quickly to curb obesity because of the rising death rate. There will also be rising costs in healthcare and the benefits system if it is left unchecked. To combat this problem, governments should, first of all, heavily tax junk food and use the revenue generated to subsidise healthy fruit and vegetables. This would make healthy food cheaper and more widely available than unhealthier options. Also, the government can act by funding leisure centres, sports clubs and gyms. This money could be used to help people gain motivation to exercise and become more active.

On the other hand, there are those who claim that obesity is due to lifestyle choice and therefore an individual problem, not one for the government. They claim that people should find their own motivation to prevent obesity by being aware of the potentially fatal consequences of their lifestyles. Individuals could also change their diets by switching from a carbohydrate-heavy diet to one which includes a balance of vitamins and minerals. Joining a sports club need not always be the only way to lose weight. Even vigorous housework or heavy gardening can help avert heart disease.
In conclusion, although individuals may be able to help themselves by changing their diets and activities, it may require government intervention to tackle obesity quickly and on a large scale.

Unit 15

1.1

Suggested answers
1 strike (n/v), lightning (n), thunder (n/v)
2 rain (n), heavy (adj), fall (v), torrential (adj)
3 erupt (v), ash (n), volcano (n), lava (n)
4 dense (adj), freezing (adj), fog (n)
5 severe (adj), tropical (adj), wind (n)
6 earthquake (n), tremor (n), aftershock (n)

1.2

1 heavy/torrential 2 wind/s 3 struck
4 thunder 5 erupt

2.1

1 g 2 c 3 d 4 b 5 h 6 f 7 e 8 a

2.2

1 in the cold light of day 2 weather the storm
3 the calm before the storm 4 every cloud; a silver lining
5 a storm in a teacup 6 has the foggiest idea

3

Suggested answers
1 fungus – is a plant, like a mushroom, not a type of flower or a part of a flower
2 pest – is a type of animal or insect and is not related in any way to soil, as the other words are
3 pasture – is an area of grassland, and the others are all parts of a tree
4 fauna – the others all relate to plants, but fauna is the animals of a particular area
5 manufacture – is to do with industry, not farming
6 melt – is not connected to movement of water, as the others are
7 a stream – is not man-made, as the others are
8 a puddle – is a small amount of water

4.1

acid rain, soil erosion, greenhouse gases, crop yields, carbon dioxide, viable solution, vicious circle, fossil fuel, climate change

4.2

climate change, greenhouse gases, vicious circle, fossil fuel, carbon dioxide, climate change, soil erosion, crop yields, viable solution, acid rain

4.3

1 desalination 2 fossil fuels / energy
3 carbon dioxide / greenhouse gases 4 crop yields

5.1

1 temperatures 2 crops 3 weeds 4 pests
5 drought 6 flood/s / flooding
7 tractors 8 cattle 9 erosion
10 deforestation 11 productivity
12 resistant 13 chemicals/pesticides

5.2

bring about, (inevitably) result in, (inevitably) leads to, stems from, produces, cause, result from, have a (negative) impact on, this means that, so leads to, so, leads to, due to, is one of the main causes of, comes at the cost of, so, means that, so

Test practice

1 B (*It was described as being wildlife-friendly, wasn't it? ... it's good to see GM crops that won't have a detrimental effect on nearby livestock*)
2 A (*The research on the GM soya bean crop was promising ... farmers don't need to spray any nasty chemicals to remove them*)
3 I (*for something like wheat, this can drive down the cost of food*)
4 H (*they're aiming to introduce an antifreeze that's found naturally in fish into the potato crops so that they can withstand extreme temperatures*)
5 C (*It's such a staple food in many areas and the plan is to create a crop that contains a richer supply of nutrients.*)
6 D (*They plan to use tomatoes to transport medicines, don't they?*)
7 E (*a tree that can soak up contaminants like heavy metals right out of the soil*)

8 B (*It could have been a little more balanced in its approach though, don't you think? – I suppose there was only one side presented.*)
9 A (*there was a particular emphasis on pesticide use ... it's a far more important impact to focus on than increased profits*)
10 A (*but I'm more concerned about the studies showing children may develop a severe allergic reaction to these foods. – That's something that definitely needs to be researched thoroughly.*)

Test three

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1 B (Unit 11)	11 B (Unit 12)	21 B (Unit 14)
2 A (Unit 11)	12 C (Unit 12)	22 B (Unit 14)
3 C (Unit 11)	13 C (Unit 13)	23 D (Unit 14)
4 D (Unit 11)	14 A (Unit 13)	24 D (Unit 14)
5 C (Unit 11)	15 B (Unit 13)	25 A (Unit 15)
6 A (Unit 11)	16 C (Unit 13)	26 B (Unit 15)
7 B (Unit 12)	17 D (Unit 13)	27 A (Unit 15)
8 A (Unit 12)	18 C (Unit 13)	28 D (Unit 15)
9 C (Unit 12)	19 A (Unit 14)	29 C (Unit 15)
10 D (Unit 12)	20 B (Unit 14)	30 B (Unit 15)

Unit 16

1.1

1 solar power 2 hydroelectric power 3 wave power
4 wind power 5 nuclear power

1.2

nuclear plant, nuclear waste, nuclear power station
wave plant, wave turbine, wave power station, wave farm
wind turbine, wind farm
solar plant, solar panel, solar farm
hydroelectric dam

1.3

solar power, wave power

1.4

solar farm/s, hydroelectric dams, wind farms, wind turbines, solar power, nuclear (power) plant

1.5

1 c 2 f 3 e 4 d 5 b 6 a

1.6

1 produce/generate 2 used/consumed
3 use/consume/need/require 4 providing/supplying
5 capture/harness

2.1

Across

1 HEATING 5 FUMES 8 RESOURCES 12 SOLAR
14 NUCLEAR 15 ENVIRONMENTALLY 17 EXHAUST
18 ALTERNATIVE 19 RENEWABLE 20 UNLEADED
21 RECHARGABLE

Down

1 HYDRO 2 SUSTAINABLE 3 PETROL
4 FOSSIL FUELS 7 FOOTPRINT 9 EMISSIONS
10 GENERATE 11 SMOKE 13 RECYCLABLE
15 ECO 16 CONSUME

2.2

1 alternative 2 fossil fuels 3 consume
4 resources 5 emissions 6 petrol 7 generate
8 heating 9 sustainable 10 recyclable

3

1 curb 2 consumption 3 generate 4 run
5 Electrical 6 efficient 7 fumes 8 exhaust

4.1

1 E 2 G 3 D 4 A 5 F

4.2

1 c 2 e 3 a 4 b 5 d 6 f

5

alternative	emission	energy
neutral	carbon	battery
efficient	sustainable	recyclable
consumption	renewable	rechargeable

Test practice

Model answer

Alternative energy is thought by some to be the answer to our reliance on fossil fuels, as sources of alternative energy are low emitters of CO_2 and are a sustainable means of providing electrical power. Critics of 'green energy' contend that current technologies are either too costly or impractical to realistically replace our current energy needs.

The advantages of 'green energy' are obvious. There is no need to worry about dwindling supplies of progressively more expensive resources. Solar power will never run out and, once initial costs are paid off, the electricity is basically free. These sources of energy have another major benefit in the shape of their low emissions. Although there are emissions costs in the building of wind turbines or hydroelectric power stations, there is no further air pollution or the risk of environmental contamination.

This notion of a perfect world of free and non-polluting energy does draw criticism, however. It is obvious that solar power won't work at night or that not every country has a coastline, rivers or windy hills. It is also a problem that replacing our current energy supply will entail expensive research and development, which, in turn, involves government cooperation. One last obstacle to the adoption of 'green energy' is nuclear power. Many countries see the huge energy production from this power source as a more practical solution than messing around with the wind and waves.
In conclusion, there is little doubt that we will soon need to wean ourselves off fossil fuels and on to an alternative fuel source. The only real question is whether we risk the costs and delays of green energy or choose the productive, but potentially dangerous, nuclear option.

Unit 17

1.1

A 2 B 1 C 2 D 1 E 1

1.2

a golden opportunity, make a name for myself,
a win-win situation, a household name,
a hands-on approach, the tricks of the trade,
the bottom line

1.3

1 a 2 d 3 f 4 b 5 c 6 e

1.4

1 draw up 2 take on 3 set up 4 take on
5 in charge of 6 paid off 7 keep track of
8 break into

2

negotiate a contract / a deal / an agreement / a deadline
hold a meeting
take control
make a deal / an agreement / a deadline
sign a contract / a deal / an agreement
chair a meeting / a project
meet staff / a deadline
miss a meeting / a deadline
reach a deal / an agreement
recruit staff
manage a meeting / staff / a project

3

1 money 2 working 3 occupation 4 an employee
5 employer 6 managerial 7 position 8 post

4.1

1 financial problems 2 debt 3 luxury goods
4 bankrupt 5 credit / (future) loans

4.2

financial problems, bankruptcy, (pay off) their debt, become bankrupt, financial distress, creditors

4.3

1 cost 2 budget 3 income 4 income 5 budget
6 cost 7 cost

5

1 40 thousand 2 purchases 3 amount of 4 spent
5 of 6 budget 7 13 thousand 8 paid
9 seven thousand 10 on

Test practice

1 A vii 2 B v 3 C i 4 D iv 5 E vi 6 F iii
7 and 8 C and D (para. C – *they can make it harder for customers to distinguish between products, even when complete information is available (as is often the case with banking services)*; para. D – *Penalties for problems such as bouncing a cheque*)
9 (possible) upgrades (para. C – *hotels, for example, often don't reveal information about discounts and, along with car hire companies, fail to inform customers about possible upgrades*)
10 deny a transaction (para. D – *Many credit card issuers, for example, choose not to deny a transaction that would put the cardholder over his or her credit limit; it's more profitable to let the customer overspend and then impose penalties.*)
11 short-term offers (para. E – *have a long history of luring customers with attractive short-term offers*)
12 Life Time Fitness (para. F – *In fact one company, Life Time Fitness, has become one of the largest fitness chains in the US by eschewing contracts altogether.*)
13 Reward points (para. F – *experimenting with less antagonistic ways to retain customers, such as reward points for customers*)

Unit 18

1.2

A 3 petty crimes, serious crimes, robbery, car theft
B 2 graffiti, vandalism, juvenile crime
C 1 knife crime / stabbing (getting stabbed), mugging, theft

1.3

A family values B respect; pressure; the media
C unemployment

1.4

1 crime statistics, crime prevention, crime rate
2 unsolved crime, organised crime, petty crime, juvenile crime, gun crime
3 criminal act, criminal investigation, criminal activity, criminal record, criminal offence
4 convicted criminal, petty criminal, hardened criminal, armed criminal

1.5

1 criminals 2 crime; criminal 3 crime 4 criminal
5 criminal 6 crime

2

1 d 2 c 3 b 4 e/f 5 f 6 a

3.1

accept the consequences of
accuse the defendant / a criminal/suspect of
arrest a suspect for
be a victim of
be on trial for
charge the defendant / a criminal / a suspect with
commit a crime
convict the defendant / a criminal for
punish a criminal for
sentence a criminal to

3.2

1 accept the consequences of 2 be arrested for
3 are a victim of 4 charged with
5 commit a crime 6 sentenced to

4

1 prison sentences 2 burglars 3 charged with
4 penalty 5 offence 6 in court 7 re-offend 8 jail
9 deter 10 punished 11 community service

5.1

1 hostile – it means unfriendly
2 compact – it describes things that are small in the sense that their parts are close together, e.g. compact car, compact disc
3 lenient – it is the opposite of *severe*
4 underlying – it refers to the hidden causes of something

Test practice

Model answer

Crime is an issue of increasing concern around the world, and more money than ever before is being spent on the detection and punishment of criminal activity. The reasons why people commit crime are countless, but drugs and alcohol, social problems and poverty play a major role. To solve these problems, governments can either focus on draconian punishments, or improve employment opportunities, invest in good housing projects and tackle drug and alcohol abuse.

One of the main causes of criminality is the use, sale and trafficking of narcotics. For example, the sale of drugs is organised by armed criminal gangs who illegally traffick drugs and control their business with extreme violence. Drug-related crime does not end there; drug users often steal to fund their habit, resulting in further acts of petty crime. The social problems connected with crime are said to be the result of single-parent families, absent role models and bad living conditions. The children from these broken families often become criminals because they feel alienated from society. Poverty is also a reason behind crime. When unskilled jobs pay so little and prices are so high, it's easy to see why some turn to crime for an income.

Crime can of, course, be dealt with by toughening criminal laws and introducing longer custodial sentences for persistent criminals, but some of the best ways to deal with crime may be to deal with the social causes. Increasing employment opportunities in poorer areas would improve living standards, which would mean access to affordable housing and education. Government funding for drug and alcohol rehabilitation programmes would help reduce dependency on stimulants and the need for the criminal activity that surrounds them.

In conclusion, crime is a major issue, but cracking down on offenders with a harsh penal system is not the only way. These problems can be solved through the government providing jobs and funding which should raise living standards and dramatically reduce crime levels.

Unit 19

1.2

1 B 2 B 3 C 4 C 5 C 6 B

1.3

worldwide phenomenon, media attention, in the public eye, in the headlines, instant celebrities, become famous overnight, tabloid press, paparazzi, making headlines, gossip columns, chief claim to fame, earn fame

2.1

Television and radio: reporter, broadcaster, viewer, series, listener, episode, screen, headlines, journalist, rolling news, live stream, programme
Newspapers and magazines: article, reporter, reader, print, publication, tabloid, publisher, the press, headlines, journalist, online edition, gossip column

2.2

1 print 2 online editions 3 rolling news
4 live stream 5 reader 6 headlines 7 gossip
8 broadcast/shown 9 screen/screens
10 broadcasters

3.1

1 No (*while the public's attitude towards women in politics has evolved considerably, media coverage both on TV and in the press, has failed to keep pace and remains biased*)
2 Not given (there is no comparison made between newspaper and TV reporting)
3 Yes (*by treating women unfairly, media reports not only impede the progress of female candidates but also inevitably deter women from taking part in the political process*)
4 Yes (*portraying women as incompetent leaders*)
5 No (*opinion polls that indicate voters would actually support a female candidate.*)
6 Not given (we are not told what Baxter expected to find in local tabloids)
7 No (*the coverage in the majority of newspapers is generally tainted with political bias*)
8 Yes (*selecting only one newspaper from each town seems too small a sample to reach any decisive conclusion*)

3.2

1 f 2 a 3 b 4 e 5 d 6 c

3.3

Not certain / In doubt: disagree, question, debate, contest, challenge, dispute
True / A fact: state, cite, declare

4

1 prejudiced 2 influential 3 biased 4 subjective
5 impartial

Unit 20

1.1

1 F 2 A 3 D 4 C 5 B 6 E

1.2

Noun	Adjective
figure	figurative
creation	creative
imagination	imaginative
inspiration	inspirational
culture	cultural
originality	original
art	artistic
poetry	poetic
music	musical
fiction	fictional
drama	dramatic
tradition	traditional

1.3

1 a song 2 a play 3 a photograph 4 a film
5 art 6 a talent

1.4

1 exhibit; traditional 2 compose; inspiration
3 shot; dramatic 4 creative; nurture 5 stage; original

2

1 engravings / (visual) images 2 cinema 3 animation
4 echoes 5 dances ; hunts 6 death 7 women

3

1 in bad taste 2 have good taste in
3 share the same tastes 4 a matter of taste
5 diverse tastes 6 acquire a taste for 7 suit all tastes

4

1 humorous; hilarious 2 spectacular; thrilling
3 petrified; terrified 4 monotonous; tedious
5 spine-chilling; terrifying 6 abysmal; dismal
7 gloomy; joyless

Test practice

1 D (*Joseph Beuys, for instance, used organic materials like fat or honey*)
2 C (*Hence a goal of the center is to create an archive of videotaped interviews with artists.*)
3 B (*to accommodate materials chosen precisely because of their propensity to decay*)
4 G ('*What really surprised me,' curator Ron Spronk recalled, 'was the vigor and the incredible energy, how laborious these re-workings were and to what length Mondrian went to attain these paintings' serenely abstract works.*')
5 A (*paper and silk discolor and turn brittle; painted surfaces crack and pigments darken or fade; even materials as durable as marble and bronze will change color and texture after prolonged contact with the elements*)
6 A (*In the Oscar Wilde novel* The Picture of Dorian Gray, *a man remains forever young while his painted portrait acquires the blemishes of his increasingly sinful life.*)
7 E ('*This was an example where a conservator came in and, with the best of intentions and the best of skills, restored something in a way that made it stand out as being not by Rauschenberg.*')
8 D (*The problems for the conservator of modern art differ fundamentally from those that concern conservators of old master works, where the goal is to preserve as faithfully as possible the integrity of the original. A hands-off approach is dictated where change is essential to the artist's meaning.*)
9 C (para. C – *Anything could be used, from industrial materials to edible materials.*)
10 B (para. C – '*Establishing the center became urgent because these artists are disappearing,' said James Cuno*)
11 C (para. C – *It's time to come to terms not only with what these materials are, but why the artist used them.*)
12 A (para. B – '*Our natural inclination is to preserve objects,' explains Henry Lie*)
13 D (para. G – *these tools will play a greater role in the preservation of modernism and in how future generations interpret its legacy*)

Test four

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1 B (Unit 16)
2 A (Unit 16)
3 C (Unit 16)
4 D (Unit 16)
5 C (Unit 16)
6 A (Unit 16)
7 B (Unit 17)
8 A (Unit 17)
9 C (Unit 17)
10 D (Unit 17)
11 B (Unit 17)
12 C (Unit 17)
13 C (Unit 18)
14 A (Unit 18)
15 B (Unit 18)
16 C (Unit 18)
17 D (Unit 18)
18 D (Unit 18)
19 A (Unit 19)
20 B (Unit 19)
21 B (Unit 19)
22 C (Unit 19)
23 D (Unit 19)
24 D (Unit 19)
25 A (Unit 20)
26 B (Unit 20)
27 A (Unit 20)
28 D (Unit 20)
29 C (Unit 20)
30 A (Unit 20)

Unit 21

1.1

1 bilingual 2 translation 3 look 4 spelling
5 pronunciation 6 phonemic 7 definitions
8 example sentences 9 family 10 grammatical
11 informal 12 frequent 13 lists

1.2

1 (the first entry) 'action rather than thought or ideas' – the [U] *uncountable* icon tells you this
2 (for each entry) the thesaurus
3 (the fifth entry) 'a job or business which involves a lot of skill or training' – the countable noun form
4 (the third entry) probably not because it is old-fashioned
5 (the second entry) common, cruel, standard

1.3

1 assumption 2 export 3 occurred
4 methodology 5 factor in 6 labour of love

1.4

1 legislation 2 correlation 3 pursuit 4 ultimatum
5 disproportionate 6 maintenance 7 authoritative
8 derived

2.1

1 d 2 a 3 b 4 c

2.2

1 High frequency words are the most common. IELTS candidates should be familiar with most of the words in a reading passage. According to Nation, a typical academic text consists of 80% high frequency words, 10% academic words, such as those in Averil Coxhead's *Academic Word List*, and 10% low frequency words (less common words) and technical words, which are words closely linked to a particular topic but not generally found in other contexts.
2 In the IELTS test, candidates will not be expected to know these words. They will be defined by an explanation in the passage or as a footnote.

2.3

1 pseudoscientific = not done in a scientific way
2 glow = to produce a continuous light
3 hindrance = something which makes it more difficult to do something
4 dermatologist = a doctor who treats skin diseases
5 hallucination = when you see something that does not exist; convulsion = uncontrollable muscle movement

2.4

1 e (*Pseudoscientific* claims have no evidence and so can't be scientific.)
2 b (*Glow* must be how healthy skin looks.)
3 d (*Help* looks like the opposite of *hindrance.*)
4 a (It is reasonable to assume that *dermatologists* are similar to doctors or pharmacists.)
5 c (Lead is poisonous so *hallucinations* and *convulsions* must be symptoms of lead poisoning.)

Unit 22

1.1

1 *yield* = produce
respond = react
avenue = method
2 pigeons = they
pictures = ones, those
the experiment = it
3 this strategy = forwards (we learn what the strategy is next)
this possibility = backwards (to the strategy that has just been explained)

2.1

A ii

2.2

1 B (*Deliberate practice entails considerable specific and sustained effort.*)
2 A (*They wanted to make a point about the power of education.*)

2.3

1 Not given (We know he helped home-school the children, but we are given no information about whether or not he worked as well.)
2 True (*Judit, had become a grandmaster at the age of 15, breaking the previous record by one month*)

2.4

1 No (*the popular assumption that women don't succeed in areas requiring spatial thinking, such as chess*)
2 Not given (The writer expresses no personal opinion about the training schedule; we are only told it was successful.)

2.5

1 A (*However, simply living in a cave doesn't make you a geologist. Not all practice makes perfect. You need a particular kind of practice – deliberate practice – to develop expertise.*)

2.6

1 B 2 A

2.7

1 B 2 C

2.8

1 novices 2 concentration

2.9

1 (at) home
2 2000

2.10

1 effort 2 two / 2

2.11

1 B 2 D 3 C 4 A

Unit 23

1.1

Model answer
The chart summarises the weight measurements of people living in Newtown in 2010.
When it comes to weight, the healthiest age group is the 20-to-29 year-olds. More than 70% of the people in this age group are classified as maintaining a healthy weight. Less than five per cent of this age group is considered to be obese or overweight. In fact, a fifth are considered to actually weigh less than is considered healthy.
Just over half of those in their 30s are considered to have an ideal weight. This figure remains fairly constant up to the age of 59. But only 5% of residents in their 60s are considered to be at a healthy weight.

The proportion of Newtown inhabitants who are overweight or obese increases steadily with age and more than half of the fifty-somethings are categorised as obese. By the age of 60, more than 80% of the population is considered to be overweight to some degree. Being underweight as a problem is mainly restricted to the youngest age group and those most advanced in age. Overall, it's clear from the chart that in Newtown there seems to be a direct link between age and weight gain.

1.3

1 number 2 percent 3 in 4 to 5 steady 6 of 7 to 8 comparing 9 in 10 in

2.2

now = current existing at present
after = proposed future planned expected anticipated prospective

2.3

Model answer
The plans show the modifications that a university would like to make to its art gallery. The image on the top shows the art gallery as it is at present and the image below that shows the art gallery once the renovations have been completed.
As can be seen from the first image, the current entrance to the gallery is on the right hand side of the building and visitors pass through a large lobby before entering the gallery itself. One of the proposed changes is to allow entrance on to the main exhibition area, where an existing entrance will be widened. At present, the exhibition rooms are divided into three separate areas. According to the plans, the dividing walls will be removed and one large exhibition space will be created. Art can then be displayed on the walls around the room as well as on a large central wall.
A further major change is to an area on the far left of the building that is used as an office at present. This area is currently divided into small rooms, but will be opened up to create one large exhibition space. In addition, the gallery will gain an education centre. This area will replace the existing lobby, which will also be enlarged to create a more functional space with a large table and seating.
If these plans are carried out, then not only will the art gallery increase the exhibition areas but will also gain an educational facility. Relocating the entrance to the gallery will give visitors an immediate view of the main exhibition areas.

3.1

Advantages
local people have more money to spend
infrastructure improves
boost to the economy
increased jobs
local government may have more money to spend on environment
Disadvantages
environmental damage
graffiti or littering
erosion from water sports
erosion of local culture and customs
damage to historical monuments
Irrelevant
climate change
expenses associated with travel
places I would like to visit

3.2

1 Although 2 Despite 3 However 4 because of 5 because 6 a 7 –

3.3

1 C 2 A 3 C 4 B

3.4

A
~~Nowdays~~ Nowadays, the majority of people go abroad ~~for trip. Following this,~~ As a result of this, ~~international~~ international tourism has ~~impacted huge financial profit~~ had a huge financial impact ~~to~~ on a lot of popular places. In this essay, I shall discuss how ~~the~~ tourism ~~effect~~ affects to local inhabitants and the environment and examine the advantages of tourism ~~and~~ as well as the disadvantages.
B
Aviation technology has been developing ~~dramaticaly~~ dramatically, with the result that tourism has ~~been enormously popular~~ increased enormously in both developed and ~~developping~~ developing countries. Nevertheless, ~~this~~ the issue of whether international tourism is beneficial for our quality of life, especially for local inhabitants and the environment, has become a matter of debate. In my opinion, it ~~is definitely~~ has a definite beneficial impact ~~of~~ on it ~~there~~ their life and the environment for ~~the~~ three main areas reasons.

C
Whether or not tourist places benifit benefit from international tourism is a debatable issue. Some might say that the economic benefits for locals are huge, and that is actually the only thing that counts, while others will say that during the tourist season all tourist destinations are overcrowded, therefore is it is almost impossible to live a normal ~~every-day~~ everyday life there. ~~This~~ These two groups are obviously ~~extrems~~ extremes. So, in my opinion, the real truth is somewhere in the middle.

3.5

Script A is typical of a candidate at band 5. It seems to address the question to a basic level, but if you look carefully you notice that a lot of the words the candidate has used are from the question. This makes it very difficult to judge whether or not they have a wide vocabulary. A candidate cannot achieve a high band simply by copying words down. There are also quite a few mistakes that cause difficulty for the reader.
Script B is typical of a candidate at band 7. In this script there are attempts at higher-level language. Judging it purely on vocabulary, I would say it's more than adequate for the task and it's used effectively and with some precision. The errors in word formation are not common and do not affect the message the candidate is trying to convey.
Script C is typical of a candidate at band 8. The candidate uses vocabulary in a fluent and natural way and there is very little that is copied from the question. There are a couple of spelling mistakes but these are rare and may just be slips, for example, the first spelling of *benefit*. However, the vocabulary is not as accurate or natural as you would expect at the highest band.

3.6

Model answer
Whether or not tourist destinations benefit from international tourism is a debatable issue. To some governments, the local economic benefits are worth the overcrowding and hiked prices of the tourist season. However, there are environmental and social costs and other risks of relying on tourism as a major source of annual income.
Sleepy coastal communities can be changed beyond recognition by mass-market tourism. Package holiday companies operate huge numbers of low-cost flights to high-rise hotels in developing countries every summer. This means, of course, that easy money can be had servicing this seasonal influx and the government sees increased tax revenue and local employment. However, when the tourist season comes to an end, employment ceases and the area becomes a ghost town. The social cohesion of a small community can also be blighted by the seasonal migration of people to the cities to look for work out of season, leaving only the elderly behind. This is perhaps made worse by second home owners, who drive up house prices beyond the means of local inhabitants. On the other hand, the local community do gain language skills and other fringe benefits of cultural exchange.
Such a large volume of travellers every year can cause environmental problems to fragile habitats and historical sites. Age-old stone remains can be worn away and traditional buildings demolished in favour of bland international hotels. Local infrastructure can also fail to cope with large numbers of visitors, leading to pollution and litter. However, over time this can change as the economy improves and tourism becomes more of an established industry. Local government investment in infrastructure should ensure repeat trade and further benefits for the economy.
Overall, tourism can be a good source of income for countries blessed with natural beauty or sites of historical interest. However, governments must ensure that the wishes of local businesses are not put before the needs of the local community and that any revenue generated by tourism is reinvested in the area to protect the local environment.

Unit 24

1.2

a 15 b 42 c 55 d 30 e 80 f 23rd g 22nd
h 31st i 26th j 40th

1.3

1 7 Eaton Gardens
2 95627705
3 Ecco

2.1

1 C 2 D 3 A 4 E 5 B

2.2

1 e 2 c 3 f 4 d 5 g 6 b 7 a

3.1

1 j 2 g 3 h 4 f 5 b 6 c 7 i 8 d 9 a
10 e

3.2

1 method 2 land 3 manufacture 4 explain
5 draw 6 cause 7 area

4.1

1 E 2 B 3 C

4.2

1 results 2 prove 3 shown; awareness 4 doubtful
5 contradicts 6 measure 7 ability 8 decide

4.3

1 e 2 i 3 g 4 h 5 b 6 j 7 c 8 d 9 a
10 f

4.4

1 assignment 2 campus 3 tutorial 4 presentation
5 journal 6 study 7 tutor 8 fieldwork

4.5

dissertation, journal, study, campus, case study

5.1

1 tools 2 count 3 trust 4 space

5.2

1 c 2 b 3 i 4 h 5 f 6 e 7 g 8 d 9 j
10 a

5.3

C

Unit 25

1.3

1 below band 6 – the language is too simple and repetitive. There is no range of connectives, and the candidate does not have a wide enough vocabulary to discuss the topic at length.
2 band 8 – there is only occasional repetition, and there is less common and more idiomatic vocabulary. There are only occasional inaccuracies and the candidate uses paraphrase effectively.
3 band 7 – there is some repetition (the word *relax*), but there are also some positive features of band 8 (e.g. use of uncommon vocabulary).

1.4

1 I usually go ~~to~~ shopping and I see my family and ~~I see~~ ~~my~~ friends and I go to ~~working~~. (NB Even with the corrections the language is too simple and the answer is not long enough.)
2 Erm, let me see, yes, actually, I'm planning on visiting my uncle and his family in Canada. I haven't seen them for about three years now, so I'm really looking forward to ~~do~~ it. He's working in a, as a, well, a type of accountant, in a large multinational accountancy firm. I'm not really sure how to explain it in English, but he's a very important man ~~for~~ in his company. ...
3 Well, on Saturdays I would normally get up quite early and ~~doing~~ some exercise, because I'm a bit of a fitness fanatic. Then, after that, I just try to relax as much as I can. I think it's important to relax because ~~relaxing is~~ it's good for the body and it also helps me ~~studying~~ better during the week.

2.2

heal women butcher shoe year paint happy health succeed third talk you're soil explode hand love can't stop pair deny found

3.2

1 That's because
2 On top of that
3 But in spite of all of that
4 that's
5 When it comes to
6 What I mean is
7 Because of that
8 that's the reason
9 So, I would say

4.1

1 G 2 H 3 C 4 F 5 D 6 A 7 E 8 B

Test five

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1 C (Unit 21)
2 D (Unit 21)
3 C (Unit 21)
4 A (Unit 21)
5 B (Unit 21)
6 A (Unit 21)
7 A (Unit 22)
8 D (Unit 22)
9 D (Unit 22)
10 B (Unit 22)
11 C (Unit 22)
12 B (Unit 22)
13 A (Unit 23)
14 C (Unit 23)
15 C (Unit 23)
16 B (Unit 23)
17 D (Unit 23)
18 A (Unit 23)
19 A (Unit 24)
20 B (Unit 24)
21 D (Unit 24)
22 C (Unit 24)
23 A (Unit 24)
24 A (Unit 24)
25 A (Unit 25)
26 C (Unit 25)
27 B (Unit 25)
28 D (Unit 25)
29 B (Unit 25)
30 D (Unit 25)

Recording scripts

Unit 1

Track 02

Speaker 1: I used to live next door to an elderly lady who had about 20 cats! She could never turn away a stray animal – she said she preferred them to people. She'd been born and raised in that house and she'd walk around the garden chatting away happily to all her cats. But, you know, I never saw her speak to a single human being!

Speaker 2: I first met Chris at high school. She sat next to me in one of my classes and we've been inseparable ever since. She made me laugh because she was always bumping into things or tripping over. One day, in biology, she managed to break five test tubes! But I know she's always there for me, and you can never feel miserable around her because she's always smiling.

Speaker 3: I'd like to describe someone I used to work with. He made my job quite difficult because he couldn't work independently at all. The main problem was that, if he had to choose between two or three different options, he just couldn't make his mind up, so I would have to help him or choose for him. I don't know whether he just lacked confidence, but it meant I couldn't get on with my own work and that made me look unreliable, which I'm not at all.

Track 03

You will hear a talk about different ways of learning.
First, you will have some time to look at questions 1 to 10.

...

Now listen carefully and answer questions 1 to 10.

Good morning, everyone. The purpose of this series of lectures is to help you to become a better student by making you more aware of the psychology behind the learning process. In the past, people were seen as either intelligent or unintelligent, and this was measured with an IQ test. However, psychologists now recognise that there are many different types of intelligence and these are reflected in your personality. The multiple intelligence theory first came to light in 1983 in Howard Gardner's book *Frames of Mind*. In it, Gardner listed seven types of intelligence. The first of these is termed 'linguistic', and this describes people who are more interested in the written word and reading. The next kind of intelligence is 'logical', and this is used to describe people whose strengths are in subjects such as maths and science. Then there is 'musical' intelligence, followed by 'kinaesthetic', which relates to the body and movement. After that there is 'visual' intelligence, which describes people who are attracted by or drawn to images. And then the final two intelligences are 'interpersonal' – describing someone who is aware of the feelings of others – and 'intrapersonal', which concerns self-awareness. Over the years, researchers have put forward other types of intelligence to add to this list, but these are usually ignored as they tend to be rather complex and less easily defined.

So, how can we use this information in education? Well, these intelligences basically refer to your strengths and weaknesses. Once you have identified these you can build on your strengths by choosing activities that match your intelligence type. For example, a kinaesthetic learner is a typical fidgeter and needs active participation. This means they will struggle to learn from a lecture. Instead, kinaesthetic learners could participate in a game or anything that allows them to play an active role in the lesson. Visual learners meanwhile, can benefit from visual aids such as making a poster outlining key points.

So, how can you find out what kind of learner you are? Well, you simply need to think about how you prefer to do things in your everyday life. For example, if a visual learner was trying to teach someone how to use a new piece of equipment, they would naturally draw a diagram to show visually how the equipment is used, while a kinaesthetic learner would show how something works by giving a demonstration. Now, other questions you could ask yourself are ...

Unit 2

Track 04

Speaker 1: I think when you're really young, your spare time seems to last an eternity – it just drags on and on. I remember the summer holidays went on for ages and I had so much time on my hands. Then, in next to no time, you're an adult and time seems to speed up. It just goes so fast and there aren't enough hours in the day to get everything done. You feel constantly pressed for time, and spare time becomes this luxury you can't afford anymore!

Speaker 2: There's a saying that 'the past is another country'. I think that's very true for old people like my gran. For her, the past is a country she likes to visit for hours and hours at a time through her memories. She's always telling me that time passes in the blink of an eye and I should make the most of every moment of it. But for young people, the past seems like only an instant ago and they don't want to reflect on it. They just want to go out and have the time of their life! I think that, when you get near the end of it, your life must seem brief and fleeting. Looking back on it helps you feel you've achieved something, helps you feel proud of what you've done.

Track 05

Over the past few years we've been involved in conducting research on an area of the USA known as Lake Coeur D'Alene. Now, long ago, our ancestors came to these shores from Europe. They were the pioneers of the colonial era and felt they had discovered the charms of this lake.

But in fact, if we go back many thousands of years, we find that ancient civilisations dwelt along the shores of the lake, fishing in its blue depths and digging for potatoes near the shore. And I've been working with a group of archaeologists gathering evidence of those prehistoric lakeside dwellers.

In some areas, we've found remnants of ancient villages buried beneath deep layers of sediment. Other areas have yielded only small flecks of charcoal from prehistoric fires.

However, our discoveries mean that the sites will now receive greater formal protection. For example, we've just learned that the area will be placed on the National Register of Historic Places. This is wonderful news. It's vital that we conserve these sites because several of them are on the verge of destruction. They're under attack not only from erosion but also from looters. These thieves steal what they see as antiques in order to sell them. Without protection, this practice will sadly continue. To help with our research, we aim to fully excavate the sites. And we really need to do that as a matter of some urgency. When we do, we will remove any artefacts we manage to uncover and put them into safe storage.

Unit 3

Track 06

It's pretty easy to create your own blog and express yourself that way. But that's in the privacy of your own home. I think people should show their individuality when they're out and about on the street. You know, through things like their car. Cars come in such boring colours they just blend in with everyone else's. I prefer to stand out from the crowd, so I've customised mine. I've had an image of a shark painted down both sides. I think it looks really cool, but my mum refuses to get in it! She'd much rather just fit in with everyone else.

Track 07

One of the main factors in ensuring a harmonious society is that there are clear, established patterns in the way we conduct ourselves. And we expect people to behave according to our accepted standards of behaviour. There are those who observe these social mores religiously, and these people are often labelled 'conservative'. It's actually through such people that our heritage is preserved. But then, gradually, over time, as our society becomes more and more multicultural, there is a blending of these customs and we gradually come to redefine the norm.
If we enter a new group, we notice the unwritten rules and social norms of that group. Those who fail to observe these norms are inevitably excluded from that group. Of course, there will always be those who seek to break away from tradition, and to rebel. These people see themselves as unconventional in every sense of the word. They create a counter-culture and they shun mainstream values. However, ironically, in doing so, they inevitably also create their own new code of behaviour with its own set of unwritten rules. For example, becoming a hippy in the 1970s required you to don the accepted casual dress of a hippy rather than the obligatory suit and tie that was standard at that time.

Track 08

1 censured
2 coarsen
3 sensor
4 partial
5 seek
6 sofa
7 furnace
8 shuttle
9 crushed
10 shield
11 rust
12 sip

Unit 4

Track 09

Just as early man made use of the medicinal properties of insects and reptiles to treat common ailments, even using them as a form of pain relief, today's researchers are analysing the proteins that are present in crocodile blood. Scientists are convinced that, because crocodiles have such a long lifespan, they must have a natural ability to combat infection. In ancient times, people never doubted the healing powers of plants and animals. Now, our modern-day world of medical science is beginning to realise just how effective these phytochemicals, chemical compounds that occur naturally in plants, can be. There has already been some success. For example, researchers have already proven that green tea has considerable health benefits. Even more research into phytochemicals is likely in the future, now that funding bodies have begun to recognise the advantages of using alternative therapies. Because of this, several groups of scientists have been able to undertake research.
One group is carrying out research into the use of antioxidants to treat Alzheimer's, a disease that affects the brain. In particular, these scientists are hoping to discover the precise dosage that will allow us to effectively treat this condition without producing toxic side effects.
Meanwhile, researchers have found that if phytochemicals are used in their pure form, our body is unable to readily absorb them. These researchers are using nanotechnology to create a capsule that will release the medication slowly into the body. One final example is in the fight against bacteria. This is a growing problem all over the world as bacteria grow more and more resistant to antibiotics. Medical staff in hospitals are combating these superbugs on a daily basis, and some people are turning to natural remedies such as tea tree oil to deal with the problem.

Unit 5

Track 10

Speaker 1: I'm studying accounting at the moment and I find it really hard to keep motivated sometimes. There are so many facts and figures to learn and the exams are really gruelling so you've got to study hard all the time. I find the only way to do it is to set myself a goal, you know, give myself something to aim for. For me, that's the only thing that helps with the learning process. It doesn't have to be a big thing, it might just be rewarding myself with a night out if I'm successful in a test. I know I'll reap the rewards one day, when I'm qualified. My aim is to be qualified by the time I'm 25.
Speaker 2: I'm working at the moment but I don't like my job so I've decided to further my career by taking a computer course at night. I'm finding it a struggle completing my assignments. I'm lucky, though, because I get on really well with some of the other students and we get together once a week to help each other revise and study for our exams. Some people might find it distracting but for me it helps make the course more sociable and so more enjoyable. It's a pretty dry subject and they're teaching us in a pretty boring way, but I really feel like I'm broadening my knowledge of computers.

Track 11

In the past, people believed that you had to have a degree in order to start a career with good prospects. We used to think that not having a degree would condemn you to a job in the service sector. But now, the job market is extremely competitive and trainees are finding that it is the qualifications they gain through technical courses rather than degree courses that can help make them employable. The fact is that nowadays there are plenty of jobs that offer a living wage and that don't require a degree. Some of these occupations are familiar, for example, a carpenter, creating things for the home. But there are also some new jobs on the list, largely thanks to our interest in the environment. One example would be a solar-panel installer.
In the past, we used to talk about blue-collar and white-collar jobs to differentiate between manual labour and working in an office. Now we might refer to these new jobs as 'chrome-collar' for those working as a technician in various fields or 'green-collar' jobs to do with clean energy or the environment. These new areas are where many of the job vacancies are now, and students who are not academically inclined would do well to pursue one of these new career paths rather than stick to conventional ones.

In fact, government studies have shown that the overwhelming majority of jobs both today and in the future will require some post-secondary education, but not a degree. Vocational or technical education was once considered to be a low-status choice for students. But these courses teach real-life skills and often lead directly to an apprenticeship and then full-time employment. Many also offer on-the-job training. Community colleges are also now attracting more and more students who already have a degree but want to learn a skill or a trade that will help them earn better wages. In general, young people today have a different approach to their career. They no longer see it as a single vocation in the way our grandparents did, but as something that is constantly evolving and that may involve several different fields.

Unit 6

Track 12

Speaker 1: I really don't like it when I'm online and visit a new website and suddenly I'm bombarded with adverts for products I don't want or need. I find those ads really get in the way of my work. Don't they realise how annoying it is? Especially when you see the same image over and over again. I know my young son often gets sidetracked when these images suddenly appear and entice him to 'click here to win $1million'!

Speaker 2: What I find most annoying is when I'm getting dinner ready, the phone invariably rings and it's someone trying to sell me something. How or why they persist in ringing at that time, I just don't know. It infuriates me and I can't believe they ever manage to sell anything that way.

Track 13

Speaker 3: Yeah, look, it's everywhere, isn't it? There's a street I walk down everyday and the walls are plastered with flyers for new bands and events. They don't remove the old ones – they just put new ones up over the top, so I think people just tend to shut them out and ignore them. I think they're a bit ugly, really. But then sometimes you'll see an ad that helps you escape from where you are. I was stuck in traffic the other day. It was raining and I was feeling pretty down but then I saw a huge ad for some island somewhere and it looked amazing. At least while I was stuck there, I could sit and dream about a better place. And I think that's what ads are all about, aren't they? Selling us an idea of something better. Then on the radio I heard this jingle for a new toothpaste and it's one I've heard a lot and I couldn't get the tune out of my head after that! And then of course there's the issue of sponsorship. I think a lot of sports teams and athletes wouldn't be able to survive now without advertising. And I really can't see the situation changing at all. I guess we just have to learn to live with it.

Track 14

advertise	exaggerate	essential
advertising	personal	marketing
advertisement	luxury	pressurise
commercial	articles	brochure
product	possessions	impulsive
irritating	promotional	effective

Unit 7

Track 15

The most memorable place I've ever visited was Bhutan. It's a really amazing place because it's in a very remote, mountainous area. So a lot of the buildings seem really precarious, they're sort of built into the mountainside and seem to just perch there. The accommodation is very traditional and you get the impression that nothing has changed there for hundreds of years. It's a really historic place and very rustic. Of course, that means the accommodation is pretty basic, but the place is altogether so charming that I didn't mind at all. As for the views, they were just spectacular. With the mountains all around it's a very dramatic landscape and the view from my room was breathtaking.

Track 16

This semester, we're going to be looking at the modern aviation industry here in the USA. But today I'd like to take a look at how it all began.

When Orville and Wilbur Wright flew history's first airplane in North Carolina in 1903, the significance of their new invention was of course not yet apparent. Twenty years later, by 1923, the first passenger planes did little to change that. The first of these were provided by some of the airmail services flying mail around the country. The US Post Office Department added a few seats for extra revenue, but their planes were noisy, cold and uncomfortable. They couldn't fly over mountains, so passengers took trains for part of their journey. Another problem was that these planes couldn't carry enough seats to make passenger traffic profitable. So the train was still the way to go.

In 1927, Charles Lindbergh's transatlantic flight captured America's imagination. Lindbergh flew in a small airplane for 33 hours from New York to Paris. Baseball games stopped, and radio announcers wept when his safe arrival in Paris was announced. Humans, who had always looked to the sky and stars with wonder, could now cross vast oceans with amazing speed by taking to the skies.

By the late 1930s, the airlines carried mail and passengers from coast to coast. The DC-3, a new airplane with powerful engines and an enclosed cabin, cut the cost of flying in half. It made airlines a profitable business. But at a cost of five cents per mile to transport one passenger, air travel was still expensive. Train travel cost only 1.3 cents per passenger mile and was still more comfortable. The average person usually couldn't afford to fly. But a whole class of people, businessmen who put a money value on their time could afford to fly on company expense accounts. And they did, in soaring numbers.

Further developments during World War Two sped the development of commercial aviation. Military airfields built during the war were afterwards sold to cities, which were eager to open their own commercial airports. Airplane manufacturers built new airplanes with pressurised and heated cabins. Suddenly, airplanes could fly above bad weather and mountains, where the air and thus the journeys were smoother. In 1940, three million Americans flew. By 1956, 55 million flew. In a country with a population of barely 150 million, large numbers of Americans were seeing the world from the air.

By the 1960s, passengers were still mostly business travellers on expense accounts, who flew on a regular basis. But in the 1970s and 1980s, a few visionary people began to open the skies to the average American with low fares. Since 1938, the federal government had strictly regulated airline fares and routes. In 1978, President Jimmy Carter deregulated the airlines. Airlines could now choose their own routes and fares. Air traffic figures soared from 205 million in 1975 before deregulation ...

Unit 8

Track 17

Employee: Good morning, Havenpool Borough Council. How can I help you?
Mrs Smith: Hello, my name's Jenny Smith and I'm just ringing to report a few problems in my local area.
Employee: Oh, what problems are those?
Mrs Smith: Well, the first one is the shop next door to my house. It's been vacant for about a year now and it's falling into disrepair. Quite a few of the windows are broken.
Employee: I see. Well, I'm afraid that's not our responsibility here at the council. It would be up to the owner.
Mrs Smith: I understand that, but I've contacted the owner several times and he refuses to do anything about it.
Employee: Right, well, that's a different matter. In that case, you need to talk to the community officer. She deals with issues like that. Her name's Hilary Sharpe. I can put you through to her if you like.
Mrs Smith: Wonderful. Can you spell her name for me?
Employee: Yes, it's H.I.L.A.R.Y, Hilary, S.H.A.R.P.E, Sharpe.
Mrs Smith: Got that. Now, before you transfer me, there were a few other problems. The next one's to do with the cliff above South Sands beach. I watched some children playing there the other day and I think it's really dangerous. It needs some sort of warning sign at least.
Employee: Well, that's the sort of thing you need to approach the mayor about. You should talk to Lynne Denton first. That's L.Y. double N.E, and the surname is D.E.N.T.O.N. She's the mayor's secretary.
Mrs Smith: Great, I'll get on to her straight away. Do you have her phone number?
Employee: Yes, it's 3567, triple 9,4.
Mrs Smith: Got that. Now, the final problem is a road repair. Over the past year, Bramhurst Road has developed big potholes all over the place. Can anything be done about it?
Employee: I'm afraid we have no control over that. You'd need to talk to John Marsden's office.
Mrs Smith: He's our Member of Parliament, isn't he?
Employee: That's right and you can ...

Unit 9

Track 18

Speaker 1: I think it's absolutely horrifying the way we treat animals sometimes, especially when it's done for research purposes. I find the images of caged animals being forced to smoke quite distressing. And it's even more outrageous when all this research is done for cosmetics. It's not a subject that I can be objective about, I'm afraid, and I think it's absolutely essential we find a different way of doing this type of research.
Speaker 2: I honestly think we should do a lot more because I think it's vital we try to reduce the number of animals that are endangered. It's something I feel very strongly about. I think it's irresponsible to carry on causing environmental damage that makes animals suffer. One of the things we need to do is stop developments that will affect the habitat of wild animals. I think it's totally appropriate to do that even if it does mean a company might make a loss.
Speaker 3: I haven't really thought much about it, to be honest. I'm pretty impartial when it comes to animals. I'm not a vegetarian so I think it would be hypocritical of me to insist on rights for animals. I know there are plenty of people who find all of that pretty upsetting. But I think it's perfectly acceptable to keep chickens in cages to provide us with eggs, though a friend of mine thinks it's appalling.

Unit 10

Track 19

collision	propulsion	rotation
evaporation	erosion	attraction
condensation	penetration	illusion
persuasion	navigation	reflection
dimension	situation	magnification
explosion	corrosion	division

Track 20

You will hear a university lecturer giving a talk about teaching physics to children.
First, you will have some time to look at questions 1 to 10.
...
Now listen carefully and answer questions 1 to 10.
Good afternoon, everyone. Today is our final lecture on teaching science, and I'm going to focus on ways of making science, and in particular physics, fun for children. The concepts of physics can be very difficult for children to understand, but they can also be really exciting. I'm going to describe three different experiments you can use in the classroom to help show children not only how exciting, but also how useful, physics can be.
The first one is based on what's known as the Brazil nut effect. Physicists wondered why large Brazil nuts end up at the top of a jar of mixed nuts. To demonstrate this, you need a jar, a marble and some sand. You put the marble and the sand in the jar and get students to predict what will happen to the marble if they shake the jar. As the marble is denser than the sand, they will make the same assumption as the physicists, that the marble will sink to the bottom. In fact, no matter how much they shake it, the marble will remain at or near the top of the sand. This is because the sand and the marble both move up and down. With each shake, the sand fills in the space below the marble before it falls. I think it always helps to increase interest in science if you can show that it has a real world application. In this case, the scientists realised that if powdered medications of different density are mixed together, they may in fact not mix evenly. So they now take density into account.
The second experiment is always fun as it involves a balloon! You also need a pin and some sticky tape. First, you inflate the balloon and then you put sticky tape on it, but don't tell the students you've done this. Now ask the students what makes a balloon burst. Most people assume balloons make a loud bang when the air is released through the hole. However, if you pierce the balloon through the sticky tape, instead of bursting it, the air will leak out quietly and slowly. So it can't be the air escaping that causes the noise. Instead, physics has shown us the loud bang occurs because the hole expands rapidly, forming a catastrophic crack. You can also tell your students, when the balloon does burst open, it does so faster than the speed of sound, so the loud bang you hear is actually a sonic boom! In the real world, this principle is used to test different materials to see how elastic they are and how much stress can be put on them.

The next experiment is called the arm engine, and for this one you need a chair that can swivel or rotate and some small hand weights. This is a great experiment for demonstrating an important principle of energy and momentum. Ask one of your students to sit on the chair holding the weights in their hands. Then get another student to spin the chair as fast as they can. Thanks to the weights, the student sitting in the chair will be able to control their own speed. If they hold the weights out, they will slow down and if they hold them close to their body, making themselves narrower, they will accelerate the speed of their rotation. We can observe this principle in the real world in the sport of ice skating, where the skaters manage to spin incredibly fast by tucking their hands in close to their body.
So, as you can see ...

Unit 11

Track 21
Leonardo da Vinci was a renowned artist but he was also a scientist, engineer and inventor. Many of his designs were futuristic at the time and were never built. This was because they were either too costly or impractical since the necessary materials either did not exist at the time or were simply too heavy. Leonardo conceived ideas vastly ahead of his own time, such as a helicopter, the use of solar power and a calculator.
The source of all this information and the reason we know so much about Leonardo and his work is the legacy he left behind. Leonardo followed his grandfather's habit of keeping a journal. He used his journals to diligently record his observations and, fortunately for us, diagrams of his inventions, such as those of a flying machine.
As well as his drawings, Leonardo constructed models. He used these to demonstrate many of his ideas, such as how better access could be obtained in mountainous areas by creating a tunnel. Leonardo was a master of mechanical principles. He also demonstrated how to lift great weights by means of levers and pulleys, and ways of cleaning harbours by using a pump to suck up water from great depths.
Because Leonardo's inventions date from an era before the issue of patents, it is impossible to say with any certainty how many of his inventions passed into general and practical use. Among those inventions that he is credited with are the strut bridge, the machine for testing the tensile strength of wire and even our modern day scissors.
He also invented many types of war machine. One of his many notebooks contains drawings of a tank. Although the drawing itself looks quite finished, the mechanics were apparently not fully developed because, if it was built as it was drawn, the tank might be able to rotate on the spot, but it would never progress forwards.

Track 22

technology	communication	downloads
technological	information	entertainment
advances	overload	wireless

Track 23

communication technology	entertainment industry
technological advances	wireless connection
information overload	
illegal downloads	

Unit 12

Track 24
When I was about 11, boots with really high heels were all the rage. I begged and begged my mum to get me some but she refused. I remember how upset I was, but within a month there was some other must-have item and the boots went out of fashion. That taught me how fickle the world of fashion can be. I wouldn't say I'm fashion-conscious at all now, though a few of my friends are. It's not that they are real trendsetters or anything, it's just that I don't pay as much attention to it as they do. They always seem to know what's in fashion, and they spend just about all their money on the latest trend. They just don't seem to realise that it's just a passing trend and it'll soon be considered out-of-date. That's why I prefer classical styles, which aren't really affected by fashion trends.

Unit 13

Track 25
Speaker 1: I moved here about two years ago. Although I love the peace and tranquillity of the area where I grew up, I wanted to be an interior designer and there are very limited opportunities for that type of work there. So I really had no choice but to become an urbanite! I have to say I do miss the fresh air, though. But living in the country can have its disadvantages, too. I only have to walk down the street now to my local supermarket, which is really convenient, but where my parents live you have to travel for several hours to get to the nearest shops.
Speaker 2: I came here after I graduated from university. I've always wanted to be a vet, but city vets really only deal with pets and I wanted to work with larger farm animals. It's really interesting work but, because all the properties are so spread out, it's easy to feel isolated at times. That's why it can be tough for children out here. They don't have a lot of choice when it comes to education. They either have to go to boarding school or be schooled at home. Having said that, they have a lot more freedom here because it's a really safe environment for them. I love my life here now, and I don't miss the city at all.

Track 26
A megacity is usually defined as a metropolitan area with a total population in excess of ten million people. Some definitions also set a minimum level for population density with a figure of at least two thousand inhabitants per square kilometre. A megacity can be a single metropolitan area or two or more areas that converge or join together. This is sometimes referred to as a metropolis.
Looking right back through history, for almost a thousand years Rome was the largest, wealthiest and most politically important city in Europe. Rome's population passed a million by the end of the first century BC. However, during the Early Middle Ages, its population declined to a mere 20 thousand. By this time, what had been a sprawling city was reduced to groups of inhabited buildings spread out among large areas of ruins.
In 1800, only three per cent of the world's population lived in cities. But this figure had risen to 47 per cent by the end of the twentieth century. In 1950, New York City was the only urban area with a population of over ten million. And there were 83 cities with populations exceeding one million. However, by

2007, this number had risen to 468. If the trend continues, the world's urban population will double every 38 years. The UN has predicted that today's urban population of 3.2 billion will rise to nearly five billion by 2030, when three out of five people will live in cities.
In the 2000s, the largest megacity was the Greater Tokyo Area. The population of this metropolis includes areas such as Yokohama and Kawasaki, and is estimated to be between 35 and 36 million. This variation in estimates can be accounted for by different definitions of what the area encompasses. A characteristic issue of megacities is the difficulty in defining their outer limits. At present, one billion people, or one-sixth of the world's population, now live in shanty towns. In many poor countries, overpopulated slums have high rates of disease due to unsanitary conditions. The UN estimates that by 2030, over two billion people in the world will be living in slums.

Track 27
You will hear a conversation between an estate agent and a woman who is looking for accommodation.
First, you will have some time to look at questions 1 to 4.
...
You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.
Woman: Hello, I wonder if you could help me. I'm moving to Liverpool next month and I've got a job at the children's hospital, so I need to find accommodation near there.
Man: Yes, of course.
The woman is looking for accommodation close to the hospital, so 'hospital' has been written in the space.
Now, we shall begin. You should answer the questions as you listen because you will not hear the recording a second time.
Listen carefully and answer questions 1 to 4.
Woman: Hello, I wonder if you could help me. I'm moving to Liverpool next month and I've got a job at the children's hospital, so I need to find accommodation near there.
Man: Yes, of course. Now, the hospital you're talking about has some very nice suburbs nearby. The first one I'd recommend you look at is called Broadgreen.
Woman: Right, can you tell me a bit about the area itself? I have a car but I'm not a confident driver and I'd rather use other forms of transport as much as I can.
Man: Well, this area has a very good bus service and a train service as well, so it's really convenient as far as that's concerned.
Woman: Good. I'd like to use public transport when I can. Now, I come from London and parking can be a real problem there. Is that the same here?
Man: Yeah, my sister lives in London and she has to pay for parking in her own street! You'll be glad to hear we don't have that problem here.
Woman: That's great. I'm hoping the cost of living here will be a lot less than in London. What are the rents like? We pay over £200 a week on average, and that's in a cheaper area of London.
Man: Wow, well, you'll be glad to know the average weekly rent here is around £120. So you'll be saving around half what you have been paying.
Woman: That's great! There has to be some downside to it, it's sounding too good to be true. I'll bet there's a lot of crime in the area or something.
Man: Not at all. Though some people do find they have to travel a bit to get their groceries. The area could do with a few more shops.
Woman: Well, that doesn't sound so bad.
Before you hear the rest of the conversation, you will have some time to look at questions 5 to 10.
...
Now listen carefully and answer questions 5 to 10.
Woman: So, is there any other area I should look at as well?
Man: Yes, I'd recommend West Derby. It will be closer to work for you.
Woman: That sounds good.
Man: Yes, and if you have children, it also has very good schools.
Woman: That's not an issue for me. I live on my own so I'm only looking for cheap, single accommodation. Something like a flat.
Man: Hmm, that may be a problem here then because this area has mostly larger houses. You'd probably be able to share one with other people who want to rent, though.
Woman: No, I'm only interested in flats at the moment, so I may be disappointed there.
Man: Yes. It's a lovely quiet area but the accommodation can be on the expensive side.
Woman: Well, I think I'd still like to have a look at both areas.
Man: We actually have an office in West Derby, and the guy who works there is a really good friend of mine. He'll be a great help.
Woman: Can you give me his contact details?
Man: Yes, His name is John Godfrey. That's G.O.D.F.R.E.Y.
Woman: Right, I've got that, and what's the best telephone number to reach him on?
Man: Well, I'll give you his mobile number. It's 0742, triple 6, 3951.
Woman: Great, is there a good time to call him? I'm here for a whole week until next Wednesday.
Man: I'm sure he'll be able to see you on Saturday. He's away from tomorrow until Friday, though.
Woman: That should be fine. I'll give him a call. Thanks for all your help!

Unit 14

Track 28
1 One way of tackling this problem is to make sure that children are educated about healthy eating habits.
2 We could overcome the difficulties raised by this issue if all governments agree to limit emissions of harmful gases.
3 If we wish to remedy this situation, we must first ensure that there is sufficient affordable accommodation.
4 To prevent a catastrophe of global proportions, we need to find a way to reach a compromise between meeting our energy needs and living in an environmentally sustainable way.
5 We could resolve this issue by making sure that farmers follow very strict guidelines and that food grown this way is carefully monitored.

Unit 15

Track 29

Agriculture is extremely vulnerable to climate change. Changes in our climate bring about higher temperatures, which in turn inevitably result in reduced yields of desirable crops. Of course, not everything is depleted, and these harsh conditions encourage the growth of weeds and also allow pests to proliferate. This inevitably leads to a greater use of chemical pesticides by farmers. The poor quality of our soil stems from this.

Climate change also produces more extreme weather patterns. These can range from long stretches of drought, and also, conversely, extremely heavy rain, which can cause floods. The destruction of food crops can result from both a lack or a surfeit of water.

Certain human activities also have a negative impact on agriculture. Firstly, farming practices themselves can be damaging. The use of heavy machinery like tractors can compact the soil. This means that, rather than soaking into the ground, rainwater runs off it, carrying the soil with it, and so leads to an increase in erosion. Soil erosion can be prevented if there is enough vegetation. So clearly, overgrazing by cattle, which removes the vegetation, leads to a loss of soil.

Urban development due to an increased population also takes its toll as trees are cleared to make way for houses. Deforestation is one of the main causes of soil degradation in the world today. It seems that housing our growing population comes at the cost of providing much needed food. So it is not surprising that farmers are turning to genetically modified crops to try to boost productivity and grow crops in more ecologically healthy fields, while allowing more efficient use of resources. This technology means that farmers can grow crops that are resistant to disease or pests, so fewer chemicals are used.

Track 30

You will hear two university lecturers discussing an article about genetically modified crops.

First, you will have some time to look at questions 1 to 7.

...

Now listen carefully and answer questions 1 to 7.

John: Hi, Sarah.

Sarah: Hi, John. Did you see that article in *Nature* magazine about genetically modified crops?

John: Yeah, I've just read it. Some of the research results were pretty incredible.

Sarah: They've made some amazing advances, haven't they?

John: What I was impressed with was the fact that the emphasis has gone from increased profits to more environmental issues.

Sarah: That's right – take the research on the maize crop they mentioned. It was described as being wildlife-friendly, wasn't it?

John: Yeah, it's good to see GM crops that won't have a detrimental effect on nearby livestock.

Sarah: The research on the GM soya bean crop was promising as well. Apparently, it's designed to be resistant to weeds, so farmers don't need to spray any nasty chemicals to remove them.

John: Which is great because for something like wheat, this can drive down the cost of food and improve the quality of the water supply as well.

Sarah: And it's not just weeds these new GM crops can guard against. I was interested to read what they're doing with potato crops.

John: Mmm. It said they're aiming to introduce an antifreeze that's found naturally in fish into the potato crops so that they can withstand extreme temperatures. That'd be a huge advantage for remote areas that struggle through harsh winter conditions.

Sarah: I agree. Another GM crop that could help poorer areas is the rice crop they're developing. It's such a staple food in many areas and the plan is to create a crop that contains a richer supply of nutrients.

John: Yes, in particular they're trying to produce a rice crop that'll supply high levels of vitamin A.

Sarah: But these crops can have other uses beyond basic nutrition. Did you read about their planned use for tomatoes?

John: Yes, that was amazing. They plan to use tomatoes to transport medicines, don't they?

Sarah: Yeah, that's right. Transporting vaccines isn't easy because they're so fragile. So they're hoping to make an edible vaccine using tomatoes, that'll be easier to ship, store and even administer to patients. It's a really good example of the uses other than food that GM crops can have. Like the poplar trees.

John: Oh, yes, the GM poplar trees they're working on should really do a lot to persuade people just how good this type of biotechnology can be.

Sarah: That's right. I mean, imagine, they're creating a tree that can soak up contaminants like heavy metals right out of the soil. A tree like that could totally eradicate our environmental problems.

Before you hear the rest of the conversation, you will have some time to look at questions 8 to 10.

...

Now listen carefully and answer questions 8 to 10.

John: I think articles like this can be very useful to show the general public that biotechnology shouldn't be feared.

Sarah: Yes, this article certainly covered just about every new crop under development. It's good to have the very latest information. Things have changed a great deal over the last few years.

John: That's right. It could have been a little more balanced in its approach though, don't you think?

Sarah: I suppose there was only one side presented. People do need to have all of the facts and this article didn't really provide them, did it?

John: No, but it did provide a very convincing argument for GM crops. It mentioned all of the main benefits, such as increased crop yields.

Sarah: Yes, but there was a particular emphasis on pesticide use and the impact this will have on farmers. In many countries, pesticides are sprayed manually, and over time can be very harmful to the users.

John: That's right, and it's a far more important impact to focus on than increased profits.

Sarah: But I do think the public has a right to know about the potential problems of GM crops as well. Many scientists still have concerns.

John: Well, there is the concern that these crops will spread uncontrollably and affect natural crops.

Sarah: Mmm, but I'm more concerned about the studies showing children may develop a severe allergic reaction to these foods.

John: That's something that definitely needs to be researched thoroughly. Tests they've done so far on rats have shown that we can't really predict what impact these foods will have in the long term.
Sarah: I think there's a long way to go yet.

Unit 16

Track 31

Anne: Hi, Pete, have you read this article about the solar farm they're planning to build?
Pete: No, where's that?
Anne: It says they're planning to build large-scale solar farms in Africa.
Pete: Oh. That sounds like a good idea. The only problem with alternative energy sources is that they don't seem to be able to produce enough to meet all our energy needs. I mean, hydroelectric dams have been around for a long time now but they only produce 19% of the world's energy.
Anne: Well, I suppose it all helps, and this plant will supposedly provide up to 15% of Europe's energy needs by 2050.
Pete: Europe? How will they get the electricity there?
Anne: They're going to use undersea cables to carry it there.
Pete: Well, that's a good idea, I suppose. I mean, one of the main criticisms of things like wind farms is how visible the wind turbines are.
Anne: Yeah, I know. People often complain about the noise they make, too, but that isn't an issue with solar power.
Pete: No, but that reminds me. I saw a documentary at the weekend about renewable energy in Scotland.
Anne: Really? Not exactly the perfect spot for a solar farm.
Pete: No, not solar energy, wave energy. They reckon coastal waters could provide up to ten times Scotland's annual electricity usage.
Anne: Wow, that would make them self-sufficient. It's certainly an interesting proposal, and if they generate that much electricity, it would be a remarkable achievement. And it should appeal to the public more than having a nuclear power plant on their doorstep.

Track 32

Mining in Australia probably started with the arrival of Aborigines around 40,000 years ago. Aborigines mined for ochre, a naturally occurring coloured clay which they used for decoration.
'Modern' Australian mining followed the arrival of European settlers in 1788. At first, this mining was limited to the quarrying and shaping of local sandstone, which they used for the first buildings at Sydney Cove.
Coal wasn't found until 1791, when some convicts managed to escape and got as far as Newcastle. The coal industry began in 1798, when ship owners gathered surface coal at Newcastle and brought it to Sydney for sale. Export of Newcastle coal began in the following year with a shipment to India.
Lead was the first metal mined in Australia, on the outskirts of Adelaide in 1841. Lead is one of the oldest metals known to humans. It's relatively simple to extract and it's extremely malleable, so it's easy to shape or flatten into sheets. Lead is usually found in ore, which is the name given to rock that we can extract metal from. It's extracted by a process known as smelting, where the rock, or ore, is heated to extremely high temperatures.
Of course, precious metals and precious stones are the natural resources that most people go in search of in the hope of striking it rich. In 1849, many Australians migrated to the United States during the gold rush. In a bid to stop this, the New South Wales Government decided to offer incentives for Australians to find gold in their own country.
But it is opals rather than gold or diamonds that Australia became famous for. The largest site was discovered in 1915 by a 14-year-old boy. He was with a group of gold diggers. The boy had been sent to look for water when he made the discovery of what was to become the world's largest and most productive opal field at Coober Pedy.

Track 33

alternative	emission	energy
neutral	carbon	battery
efficient	sustainable	recyclable
consumption	renewable	rechargeable

Unit 17

Track 34

Speaker 1: I was promoted last year to head of department. I'm in charge of all of our overseas operations now. It's a golden opportunity for me. It means a lot more responsibility, but I'm hoping it'll also give me a chance to make a name for myself in the industry. One of the projects I took on recently involved setting up a new office in China so we can break into that market. It's a big investment in terms of time and capital, but I think it's a calculated risk and it should pay off over time. Because it is a risk, we decided to amalgamate with a Chinese company. I was involved in the negotiations and drawing up the contracts for it. The other company was looking for an exporter and we were looking for a local manufacturer, so it's a win-win situation, really.
Speaker 2: Running a company this size is never an easy task, and it's only through sheer hard work and determination we've become the household name we are today. I employ over 2,000 staff, but I take a hands-on approach to management and so I keep track of how things are going in just about every department. Things aren't running very smoothly in our domestic sales at the moment. The main problem seems to be the supervisor, who I appointed myself. It was a promotion for him and he seemed ready to take on the extra responsibility. He certainly knows all the tricks of the trade, but his department is barely breaking even. In terms of his own management style, he certainly seems to communicate well with his team, and holds regular meetings. But just this month they missed an important deadline and cost us an important client. He just doesn't seem to be able to get the best out of his staff and the bottom line is, we're running a business here and we need to be profitable. If things don't improve soon, I'll be forced to make cutbacks in that department.

Unit 18

Track 35

Speaker A: That's a very good question. I think every country has a different idea of how old a child is when they can be held responsible for their actions. If they're really young, in their pre-teens, then I would say the parents are responsible. Very young children only get involved in crime if they are left alone without any supervision. Nowadays, a lot of families are too busy to worry about these things and I think family values are lost in the process. The children might only start with petty crimes but, if they fall in with the wrong crowd and become a delinquent, then this can escalate to more serious crimes like robbery or car theft. If you get a criminal record as a child, it can affect your whole life.

Speaker B: I think each older generation looks at the younger generation and criticises it for being badly behaved. But I do think it's true that, nowadays, people generally have less and less respect for the rules of society. You only need to look around the streets to see all the graffiti and vandalism. I think that there's also been an increase in juvenile crime. Partly I think this is through peer pressure – young people are very much influenced by what their friends think of them, and it's become cool to act like a gangster. I think the main problem, though, is the media. It cultivates that image and it becomes normal for children to see violent behaviour.

Speaker C: I go out on my own in the day quite often but I would very rarely do it at night. In the area where I live, the crime rate has increased significantly in the past few years. There seems to be a lot more criminal activity these days so I think it's a lot safer to go out in a group. There's no knife crime or anything like that. I'm not afraid of getting stabbed, it's more muggings, you know, when people grab your bag, stuff like that. I think it's because of the rising unemployment. People just don't have enough money. I suppose that's why some of them turn to theft.

Track 36

I was recently in charge of a government-funded study looking into the impact that prison sentences have on criminals. For our study, we found 96 pairs of convicted burglars and 406 pairs of offenders who had been charged with assault. One member of each pair had been given a prison sentence for their crimes, while the other had received some form of non-custodial penalty. The offenders involved were exactly matched according to the type of offence they had committed, their prior prison experience and the number of prior appearances in court they had had.

The findings of our study were interesting. Our research team found that offenders who were given a prison sentence were slightly more likely to re-offend than those who did not go to jail. In fact, these results are consistent with a growing body of evidence suggesting that prison either does nothing to deter offenders or actually increases the risk of re-offending. In other words, prisons may help to increase criminal activity.

So, what should we conclude from this? Well, it doesn't mean we should abandon our prisons altogether and set all the prisoners free. Far from it, a prison sentence can be justified on other grounds. For example, the majority of us would agree that criminals, especially dangerous ones, should be punished. But what this study does seem to indicate is that sending people convicted of relatively minor offences to prison is no more effective in changing their behaviour than sentencing them to some form of community service.

Unit 19

Track 37

Vickie: Hi, Paul. How are you?

Paul: Hi, Vickie, I'm fine, just a bit tired. I stayed up late last night watching that new reality TV show. It's a bit like *Big Brother*.

Vickie: Oh, you didn't watch that rubbish, did you? It's just a bunch of people, stuck in a house, doing nothing!

Paul: No, it isn't. I love it.

Vickie: I have to admit that I did use to like that kind of thing when it was new. It's strange to think people are still watching the same shows a decade on.

Paul: Well, actually, it's still pretty much a worldwide phenomenon.

Vickie: Well, I can't say it's a phenomenon that I like very much. It seems to me that those shows just feed this insatiable appetite everyone seems to have for media attention.

Paul: You're probably right there. I mean, you wouldn't sign up for those shows if you didn't want to be in the public eye.

Vickie: That's right. Everyone seems to want to be a celebrity these days.

Paul: And the media encourage that, in a way, because once those shows start, the people in them are always in the headlines.

Vickie: I know, and it just increases the hype around the show and turns these ordinary people into instant celebrities. They become famous overnight.

Paul: You're right. But I suppose there's a lot of demand for gossip about celebrities these days, especially in the tabloid press. I guess all the media is doing is supplying that demand.

Vickie: But some journalists go to ridiculous lengths to get their story.

Paul: I agree with you there, but I think you're talking more about the paparazzi than serious journalists.

Vickie: Yeah, they can create really dangerous situations just trying to get a photograph of whoever's making headlines at the moment.

Paul: I know, it's all a bit silly when you realise they're only doing it to fill the gossip columns.

Vickie: But I don't want to read about these nobodies whose chief claim to fame is that they were on a reality TV show. I want to read about people with real talent who've actually earned their fame because they are different from the rest of us.

Paul: Hmm, that doesn't bother me so much. Maybe we need to rethink what fame is!

Unit 20

Track 38

Welcome to the Ipswich Arts Festival. This recording will help you find your way around this year's festival, the twentieth we've held here in Trafalgar Park. If you look at your map, you will see the entrance to the festival is on Trafalgar Road. Directly opposite the entrance, you'll see our beautiful fountain, and to the left of this you'll find this year's sculpture garden in among the bushes and trees. It's a lovely setting to stroll around and admire the skill of the sculptors who have carved their artwork out of both wood and stone. If you follow the path through the middle of the park, you'll reach the catering village, where you can buy food and drinks. Just past there is an area between the catering village and the toilets where you'll find a display of paintings all

done by local artists. There's a wide range of wonderful paintings from portraits to local landscapes. This year, we have a special exhibition of work by amateur artists from our town. If you then go back past the catering village, on the left is this year's craft market. This is always a popular area of the festival, where you can admire the craftwork of our talented exhibitors.
As always, we have live bands playing throughout the festival. There will be a range of music to suit all tastes from classical to jazz and rock, so please consult your programme to find out when your favourite musicians will be performing on stage. The stage is just to the right of the entrance. As well as live music, we also have a special section for literature lovers this year. You'll be able to listen to a variety of authors reading from their latest works, and it's wonderful to hear the writers bring their own words to life. From the stage, go along the path towards the toilets at the bottom left of the map. Carry on round, keeping the toilets on your left and you will see the author area on your right. In the very top left hand corner of your map, you'll see another set of toilets, and the information booth nearby. Right next to the information booth, you'll be able to enjoy our 'theatre in the park' performances. Our very talented and professional group of actors will be performing extracts from classical and modern plays. These will take place each evening from five till eight, so don't miss out.

Unit 24

Track 39

a We have a larger group today and we are expecting about 15 people altogether.
b It's room number 42.
c My husband will be 55 next year.
d It costs 50 dollars but I've only got 30.
e There are a hundred people coming and we've only got 80 chairs so we need to order 20 more.
f Your flight is on July the 23rd.
g That won't do, I have a meeting on the 22nd.
h I'm afraid she won't be back in the office until the 31st.
i I ran in our local half marathon at the weekend and came 26th!
j I need to organise a celebration for my sister's 40th birthday.

Track 40

1 **Peter:** Oh, I suppose you'll be needing my address? It's seven Eaton Gardens, Hamilton.
Woman: Is that E.A.T.E.N?
Peter: No, it's O.N.

2 **Salesman:** And I'll need a contact telephone number for you Mrs Smith. I've got your mobile number here, it's zero, four, five, triple six, nine, seven, five, two.
Mrs Smith: That's correct, but I'm having a few problems with my mobile at the moment so I'll give you my home phone number. It's nine, five, six, two, double seven, oh, five.

3 **Hotel receptionist:** Now, breakfast is included in the cost of your stay and you have a choice of a full buffet breakfast or, for those who prefer a lighter option, we also offer a continental breakfast. So, if you wake up with a large appetite then you need to go our Ecco restaurant. That's E, double C, O. And if you want a smaller meal with a lovely view, then please join us at our Koffee Club, and that's Koffee with a K!

Track 41

1 It's very picturesque.
2 It has good rail links.
3 It's pretty strenuous work.
4 The hours are pretty flexible.
5 The area is barely adequate.

Track 42

1 We couldn't decide what approach to take so we searched for a precedent in the archive.
2 The field was unusual in its rich assemblage of archaeological finds.
3 The album's binding was fashioned from the finest Italian leather.
4 A jury should not interpret the silence of a defendant as a sign of guilt.
5 The book was heavily illustrated with stylised motifs.
6 Flammable toys like these are extremely dangerous, posing a significant risk to child safety.
7 In the fiercely competitive sphere of professional football, rules are frequently broken.

Track 43

John: Hi Anne, have you found a topic for your dissertation yet?
Anne: Oh. Hi John. Not really, but I just saw this amazing article about animal intelligence.
John: Oh, is it the one in the *Animal Psychology* journal with the monkeys? I read it too, it's a fascinating area.
Anne: Isn't it? It looks like there's a lot of new research coming out. I mean, we're always told 'it's commonly known that animals show intelligence when they use tools', but did you see the findings on the elephants at Bronx Zoo?
John: Yes I did, they put a mirror in their enclosure and the elephants, not only looked at themselves, but the research team were able to establish that the animals knew they were looking at their own image and clearly showed recognition.
Anne: I know. It says here that no other animal apart from humans has demonstrated that kind of consciousness. Not even monkeys.
John: Well it sounds to me like this could be just the dissertation topic you wanted.
Anne: It does sound good doesn't it. I'd particularly like to look into the study on capuchin monkeys. They sound like real characters.
John: I know, but I'm not sure I'd like to have them on campus. Did you see they even managed to escape from their cage?
Anne: Yes, wasn't it great? And to think, a lot of people are still sceptical about animal intelligence. The standard criticism is that animals only really perform tricks because they've been taught to receive food rewards.
John: Well, the monkey case study certainly disproves that theory! Anyway, these are far more than tricks, in some cases it's about natural instincts and survival for these animals.
Anne: Yes, they said that in the bit about the scrub jay in North America. They prey on small animals and store them away. And they can also gauge how long they can keep the food until it's not safe to eat any more.
John: So, it basically has a planning capability. It's amazing to think an animal can determine its potential food supply like that, isn't it? Hey, your dissertation topic sounds more interesting than mine!

Track 44

Good morning everyone. In this opening part of the presentation I'll cover the recent work that the Biology department has been involved in based on animal intelligence. First I'll give you a bit of basic background. In 2001, we focused on monkeys and their capability to either fashion crude tools or take advantage of naturally occurring ones. Then in 2007, we turned our thoughts to higher-level thinking and, in particular, numeracy. We conducted a significant piece of research to find out whether birds are in fact able to count. The findings amazed everyone and caused quite a stir around the world. This helped to spur us on and allowed us to expand the department, making it the world-class facility it is today.

However, it's not without its drawbacks and there are several difficulties that are peculiar to this type of study. Firstly, this type of research is generally prolonged as we have to spend extensive periods gaining the animals' trust. In terms of resources, it can also be very costly to run as we need to employ a large number of supplementary staff to assist us for the length of the study. And finally, there is the question of the physical facilities themselves. We often have to try to find more space just to simply house the animals, which can be quite an arduous chore!

Which leads me to our present study, and the one we are going to look at today. Our subject this time, is elephants! We knew there was simply no way of accommodating them on campus so I have been carrying out fieldwork at the Bronx Zoo ...

Wordlist

Unit 1

Noun

adolescent	/ˌædəl'esənt/
characteristic	/ˌkærəktə'rɪstɪk/
trait	/treɪt/

Adjective

apprehensive	/ˌæprɪ'hensɪv/
assertive	/ə'sɜːtɪv/
clumsy	/'klʌmzi/
cynical	/'sɪnɪkəl/
desirable	/dɪ'zaɪərəbəl/
eccentric	/ɪk'sentrɪk/
egotistical	/ˌiːgəʊ'tɪstɪkəl/
gullible	/'gʌlɪbəl/
idealised	/aɪ'dɪəlaɪzd/
inconsiderate	/ˌɪnkən'sɪdərət/
indecisive	/ˌɪndɪ'saɪsɪv/
self-assured	/selfə'ʃɔːd/
self-absorbed	/selfəb'zɔːbd/
self-centred	/ˌself'sentəd/
self-congratulatory	/selfkən,grætʃʊ'leɪtəri/
self-deprecating	/self'deprəkeɪtɪŋ/
self-important	/ˌselfɪm'pɔːtənt/
tactful	/'tæktfəl/
well-adjusted	/welə'dʒʌstɪd/
well-bred	/ˌwel'bred/
well-brought-up	/welbrɔːt 'ʌp/
well-dressed	/wel'drest/

Unit 2

Noun

era	/'ɪərə/
evolution	/ˌiːvə'luːʃən/
finds	/faɪndz/
pioneer	/ˌpaɪə'nɪə/
remnants	/'remnənts/
retrospect	/'retrəspekt/
status quo	/ˌsteɪtəs'kwəʊ/
transition	/træn'zɪʃən/
trend	/trend/

Adjective

abrupt	/ə'brʌpt/
bygone	/'baɪgɒn/
fleeting	/'fliːtɪŋ/
immense	/ɪ'mens/
infinitesimal	/ˌɪnfɪnɪ'tesɪməl/
moderate	/'mɒdərət/
periodic	/ˌpɪəri'ɒdɪk/
preceding	/priː'siːdɪŋ/
prehistoric	/ˌpriːhɪ'stɒrɪk/
profound	/prə'faʊnd/
rapid	/'ræpɪd/
topical	/'tɒpɪkəl/
tremendous	/trɪ'mendəs/
turbulent	/'tɜːbjələnt/

Phrase

pressed for time	/ˌprest fə 'taɪm/
have the time of your life	/hæv ðə ˌtaɪm əv jɔː 'laɪf/
have time on your hands	/hæv 'taɪm ɒn jɔː ˌhændz/
in next to no time	/ɪn ˌnekst tə 'nəʊ taɪm/
in the blink of an eye	/ɪn ðə ˌblɪŋk əv æn 'aɪ/
there aren't enough hours in the day	/ðeə ˌɑːnt ɪˌnʌf ˌaʊəz ɪn ðə 'deɪ/
time goes so fast	/ˌtaɪm gəʊz səʊ 'fɑːst/

Verb

excavate	/'ekskəveɪt/

Unit 3

Noun

behaviour	/bɪ'heɪvjə/
demographics	/ˌdemə'græfɪks/
heritage	/'herɪtɪdʒ/
interaction	/ˌɪntər'ækʃən/
minority	/maɪ'nɒrəti/
norm	/nɔːm/
peer	/pɪə/
pressure	/'preʃə/
segment	/'segmənt/
standard	/'stændəd/
status	/'steɪtəs/

Adjective

anti-social	/ˌæntɪ'səʊʃəl/
conservative	/kən'sɜːvətɪv/
conventional	/kən'venʃənəl/
harmonious	/hɑː'məʊniəs/
influential	/ˌɪnflu'enʃəl/
multicultural	/ˌmʌlti'kʌltʃərəl/
suburban	/sə'bɜːbən/
unconventional	/ˌʌnkən'venʃənəl/

Phrase

follow accepted behaviour	/ˌfɒləʊ ək,septɪd bɪ'heɪvjə/
shun mainstream values	/ʃʌn ˌmeɪnstriːm 'væljuːz/

Verb

conform	/kən'fɔːm/
exclude	/ɪks'kluːd/
flaunt	/flɔːnt/
obey	/ə'beɪ/
skew	/skjuː/

Unit 4

Noun

capsule	/'kæpsjuːl/
carbon dioxide	/ˌkɑːbən daɪ'ɒksaɪd/
compound	/'kɒmpaʊnd/
consequences	/'kɒntsɪkwəntsɪz/
dose	/dəʊs/
emissions	/ɪ'mɪʃənz/
exposure	/ɪk'spəʊʒə/
food chain	/'fuːd tʃeɪn/
infection	/ɪn'fekʃən/
interaction	/ˌɪntər'ækʃən/
pesticide	/'pestɪsaɪd/
protein	/'prəʊtiːn /
reaction	/ri'ækʃən/
side effects	/'saɪd ɪˌfekts/

Adjective

bacterial	/bæk'tɪəriəl/
contagious	/kən'teɪdʒəs/
contaminated	/kən'tæmɪneɪtɪd/
controversial	/ˌkɒntrə'vɜːʃəl/
crucial	/'kruːʃəl/
essential	/ɪ'senʃəl/
natural	/'nætʃərəl/
organic	/ɔː'gænɪk/
petrochemicals	/ˌpetrəʊ'kemɪkəlz/

Verb

absorb	/əb'zɔːb/
contaminate	/kən'tæmɪneɪt/
release	/rɪ'liːs/

Unit 5

Noun

accounting	/ə'kaʊntɪŋ/
apprenticeship	/ə'prentɪʃɪp/
conceptualisation	/kən,septʃuəlaɪ'zeɪʃən/

consistency /kən'sɪstənsi/
establishment /ɪ'stæblɪʃmənt/
formulation /ˌfɔ:mjə'leɪʃən/
hypothesis /haɪ'pɒθəsɪs/
inconsistency /ˌɪnkən'sɪstənsi/
insignificance /ˌɪnsɪg'nɪfɪkəns/
interpretation /ɪnˌtɜ:prɪ'teɪʃən/
technician /tek'nɪʃən/
theorist /'θɪərɪst/
vocation /vəʊ'keɪʃən/

Adjective

analytical /ˌænəl'ɪtɪkəl/
blue-collar /ˌblu: 'kɒlə/
conceptual /kən'septʃuəl/
hypothetical /ˌhaɪpə'θetɪkəl/
indicative /ɪn'dɪkətɪv/

Phrase

a process of trial and error /ə ˌprəʊses əv ˌtraɪəl ənd 'erə/
give yourself something to aim for /ˌgɪv jɔ:self ˌsʌmθɪŋ tu: 'eɪm fɔ:/
make a concerted effort /ˌmeɪk ə ˌkənsɜ:tɪd 'efət/
set yourself a goal /ˌset jɔ:self ə 'gəʊl/

Unit 6

Noun

billboard /'bɪlbɔ:d/
branding /'brændɪŋ/
distributor /dɪ'strɪbjətə/
flyer /'flaɪə/
gimmick /'gɪmɪk/
jingle /'dʒɪŋgəl/
manufacturer /ˌmænjə'fæktʃərə/
marketing /'mɑ:kɪtɪŋ/
online retailer /ˌɒnlaɪn 'ri:teɪlə/
ploy /plɔɪ/
rebate /'ri:beɪt/
sales representative /'seɪlz ˌrepɹɪˌzentətɪv/
slogan /'sləʊgən/
telemarketing /ˌtelɪ'mɑ:kɪtɪŋ/
vendor /'vendɔ:/

Adjective

catchy /'kætʃi/
compelling /kəm'pelɪŋ/
distracting /dɪ'stræktɪŋ/
disturbing /dɪ'stɜ:bɪŋ/
infuriating /ɪn'fjʊərieɪtɪŋ/
invasive /ɪn'veɪsɪv/
irritating /'ɪrɪteɪtɪŋ/
monetary /'mʌnɪtəri/
persuasive /pə'sweɪsɪv/
promotional /prə'məʊʃənəl/
repetitive /rɪ'petətɪv/
slick /slɪk/
ubiquitous /ju:'bɪkwɪtəs/
unavoidable /ˌʌnə'vɔɪdəbəl/

Verb

assure /ə'ʃɔ:/
cultivate /'kʌltɪveɪt/
entice /ɪn'taɪs/
induce /ɪn'dju:s/
oblige /ə'blaɪdʒ/
pressurise /'preʃəraɪz/
reassure /ˌri:ə'ʃɔ:/
tempt /tempt/
urge /ɜ:dʒ/

Unit 7

Adjective

breathtaking /'breθˌteɪkɪŋ/
charming /'tʃɑ:mɪŋ/
comfortable /'kʌmftəbəl/
dramatic /drə'mætɪk/
magnificent /mæg'nɪfɪsənt/
memorable /'memərəbəl/
mountainous /'maʊntɪnəs/
precarious /prɪ'keəriəs/
remote /rɪ'məʊt/
rustic /'rʌstɪk/
spectacular /spek'tækjələ/
stunning /'stʌnɪŋ/

Verb

attract /ə'trækt/
damage /'dæmɪdʒ/
outweigh /aʊt'weɪ/

Unit 8

Noun

bureaucrat /'bjʊərəkræt/
civil servant /ˌsɪvəl 'sɜ:vənt/
community /kə'mju:nəti/
healthcare /'helθkeə/
mayor /meə/
member of parliament /ˌembər əv 'pɑ:ləmənt/
military service /ˌmɪlɪtri 'sɜ:vɪs/
notion /'nəʊʃən/
old-age pension /ˌəʊldeɪdʒ 'penʃən/
safety net /'seɪfti ˌnet/
social services /ˌsəʊʃəl 'sɜ:vɪsɪz/
state /steɪt/
unemployment benefit /ˌʌnɪm'plɔɪmənt ˌbenɪfɪt/

Phrase

leader of the opposition /ˌli:dər əv ði ˌɒpə'zɪʃən/
lose control of /ˌlu:z kən'trəʊl əv/
means tested /'mi:nz ˌtestɪd/
social welfare /ˌsəʊʃəl 'welfeə/
social well-being /ˌsəʊʃəl wel'bi:ɪŋ/

Verb

miscalculate /mɪs'kælkjəleɪt/
misinform /ˌmɪsɪn'fɔ:m/
misdiagnose /mɪs'daɪəgnəʊz/
mismanage /ˌmɪs'mænɪdʒ/
misunderstand /ˌmɪsʌndə'stænd/
misinterpret /ˌmɪsɪn'tɜ:prɪt/
mislead /mɪ'sli:d/
misjudge /mɪs'dʒʌdʒ/
mistrust /mɪ'strʌst/
subsidise /'sʌbsɪdaɪz/

Unit 9

Noun

burrow /'bʌrəʊ/
colony /'kɒləni/
deforestation /di:ˌfɒrɪ'steɪʃən/
degradation /ˌdegrə'deɪʃən/
demise /dɪ'maɪz/
devastation /ˌdevə'steɪʃən/
flooding /'flʌdɪŋ/
habitat /'hæbɪtæt/
harm /hɑ:m/
herd /hɜ:d/
hive /haɪv/
lifespan /'laɪfspæn/
pack /pæk/
parasite /'pærəsaɪt/
prey /preɪ/
rival /'raɪvəl/
swarm /swɔ:m/
threshold /'θreʃəʊld/

Adjective

appalling /ə'pɔ:lɪŋ/
aquatic /ə'kwætɪk/
hypocritical /ˌhɪpə'krɪtɪkəl/
impartial /ɪm'pɑ:ʃəl/
irresponsible /ˌɪrɪ'spɒnsəbəl/
nocturnal /nɒk'tɜ:nəl/
outrageous /ˌaʊt'reɪdʒəs/

risky	/'rɪski/
venomous	/'venəməs/

Verb

flourish	/'flʌrɪʃ/
forage	/'fɒrɪdʒ/
hibernate	/'haɪbəneɪt/
lay	/leɪ/
poach	/pəʊtʃ/
thrive	/θraɪv/

Unit 10

Noun

condensation	/ˌkɒnden'seɪʃən/
debris	/'deɪbriː/
eclipse	/ɪ'klɪps/
evaporation	/ɪˌvæpə'reɪʃən/
gravity	/'grævəti/
harbour	/'hɑːbə/
light year	/'laɪt jɪə/

Adjective

astronomical	/ˌæstrə'nɒmɪkəl/
climatic	/klaɪ'mætɪk/
colossal	/kə'lɒsəl/
fascinating	/'fæsɪneɪtɪŋ/
fleeting	/'fliːtɪŋ/
immeasurable	/ɪ'meʒərəbəl/
immense	/ɪ'mens/
imperceptible	/ˌɪmpə'septəbəl/
infinitesimal	/ˌɪnfɪnɪ'tesɪməl/
magnetic	/mæg'netɪk/
minuscule	/'mɪnəskjuːl/
transient	/'trænziənt/
vast	/vɑːst/

Verb

absorb	/əb'zɔːb/
activate	/'æktɪveɪt/
burst	/bɜːst/
collide	/kə'laɪd/
dilute	/daɪ'luːt/
dissolve	/dɪ'zɒlv/
penetrate	/'penɪtreɪt/
pierce	/pɪəs/
reflect	/rɪ'flekt/
release	/rɪ'liːs/
repel	/rɪ'pel/
solidify	/sə'lɪdɪfaɪ/

Unit 11

Noun

cyberspace	/'saɪbəˌspeɪs/
expense	/ɪk'spens/
fabric	/'fæbrɪk/
fibre	/'faɪbə/
foam	/fɔʊm/
log	/lɒg/
marble	/'mɑːbəl/
patent	/'peɪtənt/
pillar	/'pɪlə/
plank	/plæŋk/
polyester	/ˌpɒli'estə/
prop	/prɒp/
technique	/tek'niːk/
thread	/θred/
timber	/'tɪmbə/

Adjective

cutting-edge	/ˌkʌtɪŋ'edʒ/
futuristic	/ˌfjuːtʃə'rɪstɪk/

Verb

demolish	/dɪ'mɒlɪʃ/
dye	/daɪ/
innovate	/'ɪnəveɪt/
revolve	/rɪ'vɒlv/
rotate	/rəʊ'teɪt/
strike	/straɪk/

Unit 12

Noun

archive	/'ɑːkaɪv/
acquisitiveness	/ə'kwɪzɪtɪvnəs/
stockpile	/'stɒkpaɪl/
supplies	/sə'plaɪz/

Adjective

chic	/ʃiːk/
drab	/dræb/
mundane	/mʌn'deɪn/
sophisticated	/səfɪ'stɪkeɪtɪd/

Phrase

a must-have item	/ə ˌmʌsthæv 'aɪtəm/
a passing trend	/ə ˌpɑːsɪŋ 'trend/
all the rage	/ɔːl ðə 'reɪdʒ/
casual dress	/ˌkæʒjuəl 'dres/
conspicuous consumption	/kənˌspɪkjuəs kən'sʌmʃən/
designer label	/dɪˌzaɪnə 'leɪbəl/
disposable income	/dɪˌspəʊzəbəl 'ɪŋkʌm/
fashion accessory	/'fæʃən əkˌsesəri/
get rid of	/get 'rɪd ɒv/
in vogue	/ɪn 'vəʊg/
mass branding	/mæs 'brændɪŋ/
personal consumption	/ˌpɜːsənəl kən'sʌmʃən/
spending patterns	/'spendɪŋ ˌpætənz/
the latest trend	/ðə ˌleɪtɪst 'trend/
traditional dress	/trəˌdɪʃənəl 'dres/

Verb

abandon	/ə'bændən/
conserve	/kən'sɜːv/
consume	/kən'sjuːm/
discard	/dɪ'skɑːd/
dump	/dʌmp/
eradicate	/ɪ'rædɪkeɪt/
hoard	/hɔːd/
maintain	/meɪn'teɪn/
preserve	/prɪ'zɜːv/
retain	/rɪ'teɪn/

Unit 13

Noun

concrete jungle	/'kɒŋkriːt 'dʒʌŋgəl/
employment opportunities	/ɪm'plɔɪmənt ˌɒpə'tjuːnətiz/
garbage collection	/'gɑːbɪdʒ kə'lekʃən/
high-rise building	/haɪ raɪz 'bɪldɪŋ/
housing estate	/'haʊzɪŋ ɪ'steɪt/
inner-city slum	/'ɪnə 'sɪti slʌm/
noise pollution	/nɔɪz pə'luːʃən/
outer suburbs	/'aʊtə 'sʌbɜːbz/
sewage system	/'suːɪdʒ 'sɪstəm/
traffic congestion	/'træfɪk kən'dʒestʃən/
urban sprawl	/'ɜːbən sprɔːl/

Adjective

frantic	/'fræntɪk/
high-rise	/'haɪraɪz/
isolated	/'aɪsəleɪtɪd/
overpopulated	/ˌəʊvə'pɒpjəleɪtɪd/
migrate	/'maɪgreɪt/
settle	/'set ˌl/
tranquil	/'træŋkwɪl/

Unit 14

Noun

catastrophe	/kə'tæstrəfi/
cloning	/'kləʊnɪŋ/
controversy	/'kɒntrəvɜːsi/
crisis	/'kraɪsɪs/
dilemma	/dɪ'lemə/
disaster	/dɪ'zɑːstə/
hurdle	/'hɜːdəl/
obstacle	/'ɒbstəkəl/
predicament	/prɪ'dɪkəmənt/
setback	/'setbæk/

Adjective

catastrophic	/ˌkætəˈstrɒfɪk/
controversial	/ˌkɒntrəˈvɜːʃəl/
daunting	/ˈdɔːntɪŋ/
disastrous	/dɪˈzɑːstrəs/
insurmountable	/ˌɪnsəˈmaʊntəbəl/
ongoing	/ˈɒnˌgəʊɪŋ/
pervasive	/pəˈveɪsɪv/
problematic	/ˌprɒbləˈmætɪk/

Phrase

do more harm than good	/duː mɔː ˌhɑːm ðən ˈgʊd/
dwell on	/ˈdwel ɒn/
energy crisis	/ˈenədʒi ˌkraɪsɪs/
gain insight into	/geɪn ˈɪnsaɪt ˌɪntu/
genetically modified food	/dʒəˌnetɪkli ˌmɒdɪfaɪd ˈfuːd/
take stock	/teɪk ˈstɒk/

Verb

aggravate	/ˈægrəveɪt/
alleviate	/əˈliːvieɪt/
arise	/əˈraɪz/
exacerbate	/ɪgˈzæsəbeɪt/
hinder	/ˈhɪndə/
ignore	/ɪgˈnɔː/
improve	/ɪmˈpruːv/
mitigate	/ˈmɪtɪgeɪt/
rectify	/ˈrektɪfaɪ/
resolve	/rɪˈzɒlv/

Unit 15

Noun

acid rain	/ˌæsɪd ˈreɪn/
aftershock	/ˈɑːftəʃɒk/
agriculture	/ˈægrɪkʌltʃə/
cattle	/ˈkætəl/
coast	/kəʊst/
deforestation	/diːˌfɒrɪˈsteɪʃən/
desalination	/diːˌsælɪˈneɪʃən/
draft	/drɑːft/
erosion	/ɪˈrəʊʒən/
flooding	/ˈflʌdɪŋ/
fungus	/ˈfʌŋgəs/
herbivore	/ˈhɜːbɪvɔː/
lava	/ˈlɑːvə/
petal	/ˈpetəl/
productivity	/ˌprɒdʌkˈtɪvəti/
puddle	/ˈpʌdəl/
reservoir	/ˈrezəvwɑː/
shore	/ʃɔː/
species	/ˈspiːʃiːz/
stem	/stem/
tide	/taɪd/
tremor	/ˈtremə/

Adjective

current	/ˈkʌrənt/
dense	/dens/
freezing	/ˈfriːzɪŋ/
heavy	/ˈhevi/
long-term	/ˌlɒŋˈtɜːm/
native	/ˈneɪtɪv/
resistant	/rɪˈzɪstənt/
severe	/sɪˈvɪə/
torrential	/təˈrenʃəl/
tropical	/ˈtrɒpɪkəl/

Phrase

a storm in a teacup	/ə ˌstɔːm ɪn ə ˈtiːkʌp/
be snowed under	/biː ˌsnəʊd ˈʌndə/
every cloud has a silver lining	/evri ˌklaʊd hæz ə ˌsɪlvə ˈlaɪnɪŋ/
in the cold light of day	/ɪn ðə ˌkəʊld laɪt əv ˈdeɪ/
know which way the wind is blowing	/nəʊ wɪtʃ ˌweɪ ðə ˈwɪnd ɪz ˌbləʊɪŋ/
not have the foggiest idea	/nɒt hæv ðə ˌfɒgɪɪst aɪˈdɪə/
the calm before the storm	/ðə ˈkɑːm bɪˌfɔː ðə ˈstɔːm/
not a cloud in the sky	/nɒt ə ˈklaʊd ɪn ðə ˌskaɪ/
vicious circle	/ˌvɪʃəs ˈsɜːkəl/
weather the storm	/ˌweðə ðə ˈstɔːm/

Verb

breed	/briːd/
cultivate	/ˈkʌltɪveɪt/
flow	/fləʊ/
sow	/səʊ/

Unit 16

Noun

biofuel	/ˈbaɪəʊfjʊəl/
carbon footprint	/ˌkɑːbən ˈfʊtprɪnt/
consumption	/kənˈsʌmʃən/
emissions	/ɪˈmɪʃənz/
fumes	/fjuːmz/
greenhouse gas	/ˈgriːnhaʊs ˌgæs/
mining	/ˈmaɪnɪŋ/
natural resources	/ˌnætʃərəl rɪˈzɔːsɪz/
precious metal	/ˌpreʃəs ˈmetəl/
scale	/skeɪl/
wind farm	/ˈwɪnd fɑːm/

Adjective

carbon neutral	/ˌkɑːbən ˈnjuːtrəl/
eco-friendly	/ˈiːkəʊˌfrendli/
rechargeable	/ˌriːˈtʃɑːdʒəbəl/
recyclable	/ˌriːˈsaɪkələbəl/
renewable	/rɪˈnjuːəbəl/
precious	/ˈpreʃəs/
sustainable	/səˈsteɪnəbəl/
unleaded	/ʌnˈledɪd/

Verb

capture	/ˈkæptʃə/
conserve	/kənˈsɜːv/
curb	/kɜːb/
discard	/dɪˈskɑːd/
emit	/ɪˈmɪt/
exhaust	/ɪgˈzɔːst/
harness	/ˈhɑːnɪs/

Unit 17

Noun

assets	/ˈæsets/
bankruptcy	/ˈbæŋkrʌptsi/
bottom line	/ˌbɒtəm ˈlaɪn/
budget	/ˈbʌdʒɪt/
client	/klaɪənt/
credit rating	/ˈkredɪt ˌreɪtɪŋ/
cutback	/ˈkʌtbæk/
earnings	/ˈɜːnɪŋz/
equity	/ˈekwɪti/
household name	/ˌhaʊsəʊld ˈneɪm/
luxury goods	/ˈlʌkʃəri ˌgʊdz/

Adjective

bankrupt	/ˈbæŋkrʌpt/
hands-on	/ˌhænzˈɒn/
managerial	/ˌmænəˈdʒɪəriəl/

Phrase

calculated risk	/ˌkælkjəleɪtɪd ˈrɪsk/
chair a meeting	/ˌtʃeər ə ˈmiːtɪŋ/
golden opportunity	/ˌgəʊldən ˌɒpəˈtjuːnəti/
keep track of	/kiːp ˈtræk əv/
make a name for yourself	/meɪk ə ˈneɪm fə jɔːˌself/
win-win situation	/wɪnˈwɪn sɪtjuˌeɪʃən/

Verb

amalgamate	/əˈmælgəmeɪt/

Unit 18

Noun

capital punishment	/ˌkæpɪtəl 'pʌnɪʃmənt/
community service	/kəˌmjuːnəti 'sɜːvɪs/
life sentence	/ˌlaɪf 'sentəns/
mugging	/'mʌgɪŋ/
offence	/ə'fens/
organised crime	/ˌɔːgənaɪzd 'kraɪm/
peer pressure	/'pɪə ˌpreʃə/
petty crime	/ˌpeti 'kraɪm/
robbery	/'rɒbəri/
vandalism	/'vændəlɪzəm/
violence	/'vaɪələns/

Adjective

hostile	/'hɒstaɪl/
lenient	/'liːniənt/

Phrase

accept the consequences of	/ək'sept ðə 'kɒntsɪkwəntsɪz ɒv/
accuse someone of	/ə'kjuːz 'sʌmwʌn ɒv/
arrest someone for	/ə'rest 'sʌmwʌn fɔː/
be (held) responsible for	/biː rɪ'spɒnsəbəl fɔː/
be a victim of	/biː ə 'vɪktɪm ɒv/
convicted criminal	/kən'vɪktɪd 'krɪmɪnəl/
criminal activity	/'krɪmɪnəl æk'tɪvəti/
criminal offence	/'krɪmɪnəl ə'fens/
criminal record	/'krɪmɪnəl 'rekɔːd/
hardened criminal	/'hɑːdənd 'krɪmɪnəl/
juvenile crime	/'dʒuːvənaɪl kraɪm/
underlying causes	/ˌʌndə'laɪɪŋ 'kɔːzɪz/

Verb

jail	/dʒeɪl/
punish	/'pʌnɪʃ/

Unit 19

Noun

bias	/'baɪəs/
broadcaster	/'brɔːdkɑːstə/
episode	/'epɪsəʊd/
headline	/'hedlaɪn/
paparazzi	/ˌpæpər'ætsi/
press	/pres/
viewer	/'vjuːə/

Adjective

biased	/'baɪəst/
eminent	/'emɪnənt/
high-profile	/ˌhaɪ'prəʊfaɪl/
impartial	/ɪm'pɑːʃəl/
influential	/ˌɪnflu'enʃəl/
prejudiced	/'predʒədɪst/
prominent	/'prɒmɪnənt/
subjective	/səb'dʒektɪv/
world-famous	/ˌwɜːld'feɪməs/

Phrase

become famous overnight	/bɪkʌm 'feɪməs ˌəʊvə'naɪt/
chief claim to fame	/'tʃiːf ˌkleɪm tə ˌfeɪm/
in the public eye	/ɪn ðə ˌpʌblɪk 'aɪ/
instant celebrities	/ˌɪnstənt sə'lebrətiz/
making headlines	/ˌmeɪkɪŋ 'hedlaɪnz/
media attention	/'miːdiə əˌtenʃən/
new-found fame	/ˌnjuːfaʊnd 'feɪm/
tabloid press	/ˌtæblɔɪd 'pres/

Verb

assert	/ə'sɜːt/
broadcast	/'brɔːdkɑːst/
contend	/kən'tend/
gossip	/'gɒsɪp/
indicate	/'ɪndɪkeɪt/
speculate	/'spekjəleɪt/

Unit 20

Noun

animation	/ˌænɪ'meɪʃən/
culture	/'kʌltʃə/
drama	/'drɑːmə/
echo	/'ekəʊ/
engraving	/ɪn'greɪvɪŋz/
fiction	/'fɪkʃən/
imagination	/ɪˌmædʒɪ'neɪʃən/
inspiration	/ˌɪnspər'eɪʃən/

Adjective

abominable	/ə'bɒmɪnəbəl/
abysmal	/ə'bɪzməl/
dismal	/'dɪzməl/
fictional	/'fɪkʃənəl/
figurative	/'fɪgjərətɪv/
hilarious	/hɪ'leəriəs/
inspirational	/ˌɪnspər'eɪʃənəl/
petrified	/'petrɪfaɪd/
spectacular	/spek'tækjələ/
spine-chilling	/'spaɪnˌtʃɪlɪŋ/
talented	/'tælɒntɪd/
tedious	/'tiːdiəs/
terrified	/'terəfaɪd/
terrifying	/'terəfaɪɪŋ/
thrilling	/'θrɪlɪŋ/

Phrase

a matter of taste	/ə ˌmætər əv 'teɪst/
acquire a taste for	/əˌkwaɪər ə 'teɪst fɔː/
be in bad taste	/biː ɪn bæd 'teɪst/
compose a song	/kəmˌpəʊz ə 'sɒŋ/
have diverse tastes	/hæv daɪˌvɜːs 'teɪsts/
share the same taste	/ʃeə ðə seɪm 'teɪst/

Acknowledgements

They say that it takes a village to raise a child. During the writing of this book I came to realise it that takes a village to do just about anything worthwhile. I have worked with so many wonderful people in Australia, New Zealand and England over the past 25 years and each has influenced me and my approach to teaching and learning in so many ways. So, to all the people in my village, I say a very warm thank you. To all of the editors and staff at Cambridge University Press who helped shape this book along the way, I say the warmest thanks of all. I'd especially like to thank Barry Tadman, Emily Hird, Tony Garside and Barbara Thomas for all their help and the wonderful support they offered.

Pauline Cullen

The author and publishers are grateful to the following reviewers for their valuable insights and suggestions:

Alex Case, South Korea; John Irving, UK; Fiona Wattam, UK; Jane Weller, UK

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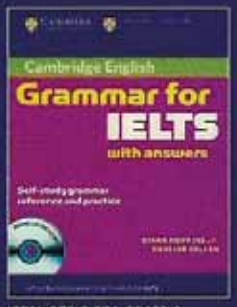
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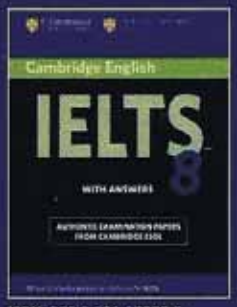
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